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SOUTHERN HUMANITIES CONFERENCE
NINTH ANNUAL MEETING
GEORGIA INSTITUTE OF TECHNOLOGY
ATLANTA, GEORGIA
30-31 MARCH 1956

The ninth annual meeting of the Southern Humanities Conference took place on 30-31 March 1956 at the Georgia Institute of Technology, Atlanta, Georgia.

Delegates and Observers

Delegates and observers who registered were: Percy G. Adams, University of Tennessee, observer; Leonard Beach, Vanderbilt University, member-at-large; William A. Beardslee, Emory University, delegate, Southern Section of the Society of Biblical Literature and Exegesis; Jack Boozer, Emory University, delegate, Southern Section of the National Association of Biblical Instructors; Calvin S. Brown, University of Georgia, delegate, South Atlantic Modern Language Association; Mrs. Enid Bryan, Tennessee Wesleyan College, observer; Samuel Engle Burr, Jr., American University, delegate, South Atlantic Philosophy of Education Society; Ernest C. Colwell, Emory University, member-at-large; Richard B. Harwell, Virginia State Library, member-at-large and delegate, Southeastern Library Association; Francis Hayes, University of Florida, chairman; Samuel W. Jenkins, Personnel Representative, International Paper Company, Mobile, Alabama; Sturgis E. Leavitt, University of North Carolina, editor; Arthur H. Moser, University of Tennessee, member of executive committee; James A. Rikard, Roanoke College, member of executive committee and delegate, Southern Society for Philosophy of Religion; Charles I. Silin, Tulane University, observer and delegate, South-Central Modern Language Association; Glenn Sisk, Georgia Institute of Technology, observer; George K. Smart, University of Miami (Coral Gables), delegate, Southeastern Chapter of American Studies Association; Clemens Sommer, University of North Carolina, delegate, Southeastern Conference, College Art Association; Nathan C. Starr, University of Florida, observer; Cecil G. Taylor, Louisiana State University, member of executive committee; Lawrence S. Thompson, University of Kentucky, secretary; Gerald E. Wade, University of Tennessee, observer, Tennessee Philological Association; William H. Willis, University of Mississippi, delegate, Southern Section of the Classical Association of the Middle West and South; Dixon Wright, Georgia Institute of Technology, observer; T. D. Young, Mississippi Southern College, observer.

Officers

The officers of the SHC for 1956-1957 will be Sturgis E. Leavitt, chairman, and William H. Willis, Secretary. The executive committee will consist of the officers and the following additional members (dates of expiration of term noted in parentheses): Cecil G. Taylor (1957), James A. Rikard (1958), and Lawrence S. Thompson (1959). Members-at-large will be R. B. Harwell (1957), A. Theodore Johnson (1957), Leonard Beach (1958), and Arthur H. Moser (1959).

The nominating committee consisted of James A. Rikard (chairman), Calvin S. Brown, and Cecil G. Taylor. Elections were held only for chairman, secretary, and the member of the executive committee and the member-at-large whose terms expire in 1959.

Business Session--Friday Morning

Following an address of welcome by Acting President Paul Weber of the Georgia Institute of Technology, the secretary and treasurer submitted his report. He advised that Florida State University, Tulane University, and Wake Forest College were new associate members, and that Mr. George Stephens of Ashville and the Burlington Industries Foundation, Greensboro, North Carolina, were new sustaining friends. He reported further that the South Atlantic Philosophy of Education Society had accepted the invitation to become a constituent society in accordance with action at the Roanoke meeting. Requests from the Southeastern Chapter of the American Studies Association and from the Southern Section of the National Association of Biblical Instructors to affiliate as constituent societies were presented by the secretary, and both groups were accepted unanimously.

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The secretary and treasurer presented the following treasurer's report for the period of 1 April 1955 to 28 March 1956, and it was examined and approved by an auditing committee consisting of T. D. Young and Calvin S. Brown:

Expenditures:

Secretarial assistance, postage, mimeographing, stationery, printing	\$408.53
Travel expenses	357.41
Publications	<u>81.50</u>
Total expenditures	\$847.44

Assets:

Cash in checking account 1 April 1955	\$1025.18
Membership dues	740.00
Press income	39.95
Gifts	<u>710.00</u>
	\$2515.13
Total expenditures	<u>847.44</u>
Total cash on hand in checking account, 28 March 1956	\$1667.69

Balance in savings account in Bank of Chapel Hill 28 March 1956	\$1083.74
Total Assets, 28 March 1956	\$2751.43

Respectfully submitted,

Lawrence S. Thompson
Secretary-Treasurer

Report of the Editor

During the year 1955 copies of the three bulletins published by the University of North Carolina Press for the Southern Humanities Conference were distributed as follows:

No. 1. Humanistic Scholarship in the South

Sales, 6, Free 8

No. 2. The Southern Humanities Conference and its Constituent Societies

Sales, 0, Free 9

No. 3. Business Executives and the Humanities

Sales, 26, Free 14

Through December 31, 1955, the grand totals were as follows:

No. 1. Humanistic Scholarship

Sales, 495, Free, 248, - Total 743

No. 2. The Southern Humanities Conference

Sales, 115, Free, 706, - Total 821

No. 3. Business Executives and the Humanities

Sales, 676, Free, 548, - Total 1124

The fourth number of the Newsletter of the Conference, "Humanities in the South" appeared a few days ago, printed by the Stephens Press in Asheville. To the cost of this issue the owner of the Press, George Stephens, contributed substantially. We are deeply grateful for his active support. 3,000 copies of this Newsletter were printed for distribution to members, associate members, business men, and other interested parties. There are many copies still available. Suggestions as to possible recipients will be welcomed.

At the present time there also are available for distribution a considerable number of bulletins and reports, some of which would certainly be of value in quarters as yet unknown. They should be listed in the next Newsletter, and thus made more widely known. They are:

The three Bulletins published by the University of North Carolina Press.

A one-page review of McAllister's Business Executives and the Humanities Bulletin No. 3 (This sheet is admirably suited to display on bulletin boards. Some 6000 have already been distributed and have met with a favorable response, especially from technical schools.)

R. B. McKerrow and Henry W. Silver, "On the Publication of Research," 1950.

W. W. Pusey (and Committee), "A Survey of the Humanities in Southern Institutions," 1952.

S. Vernon McCasland, "Graduate Study of Religion in the South," 1953.

Allen H. Garrett, "A Survey of the Strength of Music Departments in the Larger Colleges and Universities in the South," 1953.

Charles T. McNary, "The Classics as Preparation for a Business Career," 1953.

"Liberal Arts Education at the Mid-Century" (Proceedings of Second Conference on the Liberal Arts, University of Georgia), 1953.

Education for Leadership in Industry" (Proceedings of a Conference on the Humanities and Industry, Louisiana State University), 1954.

The Editor recommends that since the Southern Humanities Conference does not have at the present time sufficient funds to publish other bulletins--desirable though these may be--that the publishing efforts of the Conference be concentrated on the Newsletter. It should appear regularly twice a year, in the spring before the annual meeting and in the fall. The mailing list should be analyzed and extended, to include representative newspapers, southern industrialists, southern and national foundations, and key members of college and university faculties.

To assist the Editor, the chairman, after consultation with the Editor, should appoint

an Assistant Editor.

The Newsletter should be the principal medium of communication with the public, and through the Newsletter the aims and the activities of the Southern Humanities Conference should be reported.

Respectfully submitted,

Sturgis E. Leavitt
Editor

Report of the Chairman

Personalized letters were sent to 125 Southern foundations. Information on nature and location of foundations came from "American Foundations and Their Fields," W. S. Rich, New York, 1956, 7th edition. About 90 per cent of these foundations are new, having been established since 1942. The response was not good, and no funds or promise of funds were received.

About 475 letters were mailed out to Southern industry asking for financial support and requesting attendance of an observer at our Atlanta meeting. The letter in each case was the same (written by Leavitt and approved by David Stevens, retired executive of the Rockefeller Foundation), but each letter was personally addressed to some executive. Results, so far, are meager, as pointed out by the secretary in his report. This list of business men is to be sent to Cecil Taylor who will use it for "follow-up" material, the first to be the March number of "Humanities in the South."

Quite a number of potential "friends of the humanities" were sought by the chairman who made inquiries locally. All efforts to receive help from these people so far has proved fruitless.

While the chairman was on a trip to New York and Washington to do some research, he paid a visit to Louis Wright, Director of the Folger Shakespeare Library, seeking advice, and to Huntington Cairns of the Bollingen and Old Dominion Foundations. In New York, he visited the secretary of the Bollingen Foundations. Louis Wright said Cairns' influence in the Bollingen Foundation was very great. Cairns, who is an official in the National Gallery of Art in Washington, received the chairman with courtesy and appeared at least mildly interested in the work of SHC. He asked that copies of our printed material, especially the speeches from our annual meeting, be mailed to him.

The chairman sought permission to appoint a delegate from SHC to the White House Conference on Education, but in vain. ACLS was represented.

The chairman received an offer for the broadcast of the Atlanta meeting over Town Hall (William R. Traum, Director of Radio and Television), with the cost to be \$1500. Efforts were made to interest the advertising division of Coca Cola in Atlanta to pay for this program as a purely commercial deal, but without positive results.

These failures are among a number the chairman encountered and are given here as a possible guide to the new chairman to help him avoid wasted motion.

The chairman invited Tulane University (through John Englekirk), Florida State University (through Victor Oelschlaeger) to become associate members, and both accepted. The secretary wrote to a number of new schools, and with some success. It is to be hoped that the new secretary will write to all Southern schools not now members of SHC to invite them to become associate members and to send observers.

Through the efforts of the editor, S. E. Leavitt, \$500.00 was obtained from the Burlington Industries Foundation, Greensboro, North Carolina (J. Spencer Love, Chairman

of the Board, and John Harden, another officer, were the correspondents). Leavitt also interested Arthur Kirkman, Executive Vice President of the High Point-Thomasville R. R., in SHC; Kirkman agreed to approach a number of people in that vicinity for funds for SHC . . . to act as a part-time funds raiser.

The Stephens Press of Asheville, George Stephens, owner, mainly through the efforts of Leavitt, agreed to help SHC in printing by donating a part of the cost of each printing job. The chairman also talked with Stephens in December.

Governor LeRoy Collins, chairman of the Southern Regional Educational Board, was requested by the chairman of SHC to appoint one of its members high in distinction in Southern humanities to the "summit" of SREB. After an exchange of a number of letters, SREB turned down this request, but specifically asked SHC to submit a project and invited the chairman to send a delegate to all SREB meetings. The chairman hoped that William J. McGlothlin, member of SREB executive committee, would warm up to the idea of an all-Southern conference on humanistic studies, said conference to be financed and encouraged by SREB. But the chairman lacked the skill to persuade him. A number of thoughtful people believe that any "educational" planning board that leaves the humanities out of its agenda is using poor judgment.

Efforts were made by the chairman in numerous letters sent out to the Florida press to call the attention of editors to the existence and work of SHC. There was at least a reassuring start. It is to be hoped that in the future a concerned member of SHC will publicize SHC in each of the Southern states. The chairman also made some personal calls on two editors in Florida.

William C. Herbert, Editor, Southern Automotive Journal, 806 Peachtree Street N.E., Atlanta, supplied the chairman with a large mailing list of people in the automotive business. Some of these addresses were used to make up the mailing list of Southern industrialists.

During the year, after a great deal of work on the part of the secretary, SHC was incorporated in the state of Kentucky. A license to solicit funds in North Carolina was also secured.

Clement Biddle, of the Grace and Clement Biddle Foundation, has promised a "modest gift" to SHC in the not too-distant future.

The University of Florida paid nearly all the travel expenses of the chairman to Atlanta this year.

A "List of Supporters," a folder on SHC, the Atlanta program, and one issue of "Humanities in the South" were printed during the year.

The chairman would like to place in this report his expression of thanks to the officials of Georgia Tech for their splendid cooperation, and especially to C. H. Taylor, Director of Short Courses and Conferences, and Edward Foster, who was as concerned about the success of SHC in Atlanta as any officer of the SHC could possibly have been.

SHC has two splendid rain-checks for next year's meeting, if it wishes to use them: one from President Pusey of Harvard and the other from W. S. Howland, Bureau Chief, TIME & LIFE, Rhodes-Haverty Building, Atlanta. If the program for next year is based on asking in a number of people from varying professions, Pusey might be willing to represent education, and Howland has practically agreed to represent journalism.

During the year the chairman did some work on the campus of the University of Florida. He distributed a pamphlet published by the MLA Foreign Language campaign to many faculty members and deans and also tried to make the University of Florida conscious of the work of SHC. The new President of the University of Florida, J. Wayne Reitz, said he might be able to help SHC raise funds. The chairman feels that there are strong antagonists of the humanities on every university campus and that one of the major duties of

SHC is to counteract the influence of these antagonists as discretely as possible. One of the most powerful deans at the University of Florida is wholly disinclined toward anything that is not what he calls "utilitarian." He uses his own yard-stick to measure what is utilitarian.

The chairman wrote to a number of distinguished people before any success was obtained (in the letter to TIME). Mr. Bernard Barnes, Vice President of TIME, agreed to send one of his most brilliant editors, John Scott. It is hoped that the acquaintance SHC people made with John Scott and with W. S. Howland will not be allowed to drop.

Some correspondence was had with the Ford Foundation. Kenneth Iverson, Director, Overseas Development Program, Ford Foundation, was consulted by the chairman in Gainesville when Iverson attended the Caribbean Conference. The only positive results, apparently, concerned the possibility of Ford Foundation's being interested in an endowed unabridged Spanish dictionary. The chairman felt that SHC might well join hands with MLA and AATSP to initiate such a project, if the opportunity arose. There is a number of Southern scholars well prepared to work on such a project professionally if it should get going. Mr. Iverson said "perhaps some time in the future we might consider" this project. At present, the Ford Foundation is not "actively interested in Latin America."

Respectfully submitted,

Francis Hayes
Chairman

After the chairman's report the delegates approved a motion expressing the appreciation of the Southern Humanities Conference to the chairman for the vigorous and effective way in which he has conducted himself during the last year.

Resume of Speech of John Scott on
"The Humanities and Journalism" at Dinner Meeting, Friday Evening

Having worked for some time as a foreign correspondent, I could perhaps best use the time you have given me by describing four journalistic assignments of different kinds and in different areas, and attempting to indicate how, in each case, some knowledge of the humanities was useful or even essential.

The first involved the attempt to evaluate the reasons for the relative instability of Latin American institutions as compared to those in the United States and Canada. The assignment involved a trip through sixteen Latin American countries over a period of several months, during the course of which I came up with four categories of explanations.

(a) The first revolves around the relatively numerous Indians south of the Rio Grande and their large unstabilizing effect on the formation of Latin American cultures.

(b) The second hinges on the fact that for some three centuries--1650 - 1850--Latin America was protected by the secular and ecclesiastical authorities of Spain and Portugal from all new ideas and change during a period which Italy, Switzerland, France, the Lowlands, Germany, Scandinavia, and the British Isles were uniquely shaken by the turbulent alterations in human relations grouped under the Renaissance, the Reformation, the French Revolution, and the Industrial Revolution. Is it any wonder that the Latin American states as they broke away from Spain and Portugal were unable to deal in a measured manner with the cumulative problems which others had met and solved for better or worse for some three thousand years?

(c) The third explanation hinges around the inadequacies of Latin American educational facilities.

(d) The fourth reason is economic and involves the process of capital formation. Latin American tastes for consumption have advanced far into the twentieth century, while, due in great measure to lack of capital, their productive forces have remained in the nineteenth. They are trying, in a word, to consume more than they produce. This results in instability.

The second assignment was in Germany immediately after World War II. Here, normal channels of communication had broken down because of war and defeat and correspondents had to try to report the catastrophe through human terms. One little German boy in a few remarks was able to throw more light on what was going on in his century than any number of surveys.

The third assignment was an attempt to evaluate the potential and intentions of the Soviet Union. Here again an individual--an illiterate tartar workman whom I met in the early thirties in Siberia--served as a vehicle for understanding a complex economic and human problem.

The fourth assignment--an advanced one--involved not only descriptive but prescriptive journalism; is World War III inevitable? Must we destroy ourselves? Here an historic analogy between nineteenth century meet and mingle to form an Aristotelian Golden Mean--a synthesis--a solution; perhaps similar processes of historic osmosis will find a twentieth century Golden Mean between the sometimes irresponsible economic freedom of Smith and Ricardo and the libertarian tolerance of the pragmatic on the one hand, and the sectarian tyranny of proletarian dictatorship on the other.

Business Session, Saturday Morning

Other Proceedings of the Atlanta Meeting

On Saturday morning the editor and incoming chairman spoke of a plan for the decentralization of the campaign for funds. There will be one or more representatives in each state to assist in this job. The editor also proposed that we send the newsletter to all members of constituent societies, and it was agreed that the chairman and secretary will decide how the distribution will be effected. Another project presented by the editor is to get out a leaflet giving histories of constituent societies and their officers as well as of the SHC itself. The editor also discussed the possibilities of bulletins on humanities in pre-professional curricula and on the support of research in Southern universities from sources other than foundations. It was pointed out that we should have bulletins prepared for publication whenever we can secure sufficient funds for them. One bulletin is tentatively planned for this year, to consist of the speeches given at the Friday afternoon symposium. Mr. Foster agreed to secure the texts for these speeches.

There was a brief discussion of the possibilities of developing an all-Southern campaign for better English teaching. As a preliminary step, we would bring together a small group of key men who have been trying to develop statewide programs of improved English teaching.

Mr. Foster proposed the creation of a committee of fifteen to identify values in training the coming generation of teachers of humanities. He will correspond with the executive committee about his proposal.

There was a brief discussion on the possibility of a conference on humanistic study in the South. Several delegates expressed the hope that the Southern Regional Education Board could assist in this conference, if it is held.

Report of the Resolutions Committee

The Southern Humanities Conference, meeting in Atlanta, March 30-31, 1956, wishes to express its hearty appreciation of the invitation to meet on the campus of the Georgia Institute of Technology, for the excellent hospitality afforded by the Institute and for the

interest in our presence so cordially expressed by Acting President Paul Weber.

The Conference recognizes with especial gratitude the long and arduous planning given to this meeting by Professor Edward Foster, Chairman of the local committee, and by his colleague, Professor Alton Hobgood of the Department of English; by Mr. Charles Taylor of the Short Course and Conference Department for his generous cooperation and arrangements in the planning of the meeting; by Dr. A. J. Walker, Head of the Department of English, for his steady encouragement of the Conference and for his participation in the evening session; and by Mrs. J. H. Crosland, Librarian, for placing at the disposal of the Conference the facilities of the comfortable and delightful Price Gilbert Library.

The members of the Conference, well aware of the hours of toil and vexation which precede the preparation of one page of manuscript, wish to convey to Mr. Philip G. Hammer, Mr. William J. McGlothlin, Dean Beach and Professor Foster a worthy tribute of praise for the sympathetic treatment, the provocative points of view, and the effectively cogent statements made by each of the speakers in the symposium in elucidating his topic; and to Mr. Morris Abram our deep appreciation for his presence and for his skill in directing the entire symposium. To Mr. John Scott of TIME the members wish to convey also their unanimous thanks for visiting and for participating in the evening program, for a rapid and lively analysis of certain personal experiences and for his connection of this personal Journalism with the Humanities.

Finally, let it be resolved that the Association recognize by a rising vote of deep gratitude the energetic and productive efforts of its retiring chairman, Francis C. Hayes, and of its retiring Secretary, Lawrence S. Thompson.

Respectfully submitted,

Arthur H. Moser, Chairman
Charles I. Silin

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SOUTHERN HUMANITIES CONFERENCE
EIGHTH ANNUAL MEETING
HOTEL ROANOKE
ROANOKE, VA.
24-25 APRIL 1955

The eighth annual meeting of the Southern Humanities Conference took place on 24-25 April 1955 at the Hotel Roanoke, Roanoke, Va.

Delegates and Observers

Delegates and observers were: Albert G.A. Balz, University of Virginia, chairman, and delegate, Southern Society for Philosophy and Psychology; Calvin S. Brown, University of Georgia, delegate, South Atlantic Modern Language Association; George B. Christian, Virginia Polytechnic Institute, observer; Paul H. Farries, Virginia Polytechnic Institute, observer; Francis C. Hayes, University of Florida, observer; Kenneth L. Knickerbocker, University of Tennessee, observer; Sturgis E. Leavitt, University of North Carolina, editor and delegate, American Council of Learned Societies; S. Vernon McCasland, University of Virginia, delegate, Southern Section of the Society of Biblical Literature and Exegesis; Le Roy A. Martin, Tennessee Wesleyan College, observer; Arthur H. Moser, University of Tennessee, member of SHC executive committee; Edward D. Myers, Washington and Lee University, observer; Reinhold Nordsieck, University of Tennessee, observer for the Tennessee Philological Association; Harold Sander, delegate, Southeastern Library Association; Cecil G. Taylor, Louisiana State University, member of SHC executive committee; Lawrence S. Thompson, University of Kentucky, secretary-treasurer; William H. Willis, University of Mississippi, delegate, Southern Section of the Classical Association of the Middle West and South.

Officers

Officers of the SHC for 1955-1956 will be Francis Hayes, chairman, Sturgis Leavitt, editor, and Lawrence S. Thompson, secretary-treasurer. The executive committee will consist of the officers and the following additional members (dates of expiration of term noted in parentheses) Arthur S. Moser (1956), Cecil G. Taylor (1957), and James A. Rikard (1958). Members-at-large will be Ernest Cadman Colwell (1956), R.B. Harwell (1957), A. Theodore Johnson (1957), and Leonard Beach (1958). The officers, Mr. Rikard, and Mr. Beach were elected by vote at Roanoke.

The nominating committee consisted of Mr. Leavitt (chairman), Mr. McCasland, and Mr. Moser.

Business Sessions

The chairman reported in detail on his efforts to secure funds from foundations and industry. Thus far three sustaining friends have been secured from the ranks of business. He appointed three committees to study the problems facing the SHC: (1) Relationships with regional industries and financial objectives of the SHC (S.V. McCasland, chairman, Francis Hayes, Arthur Moser, Cecil G. Taylor, and William H. Willis); (2) Possible support from foundations and correspondence with them; (Calvin S. Brown, chairman, Reinhold Nordsieck, and Kenneth L. Knickerbocker; and (3) Revision of the statement of aims of the SHC (Sturgis E. Leavitt). A resolutions committee consisting of Mr. Rikard and Mr. Myers and an auditing committee consisting of Mr. Hayes and Mr. Moser were appointed.

The chairman reported that the South Atlantic Philosophy of Education Society had been invited to become a constituent member of the SHC but that no reply had been received thus far from this society.

Mr. Leavitt brought to the attention of the meeting the fact that the House Appropriations Committee had reduced the requested appropriation for the Fulbright exchange of students program from \$22,000,000 to \$12,000,000 but that an effort will be made to restore this reduction when the measure is considered by the Senate. It was voted that the secretary be instructed to write the appropriate members of Congress to express the opinion of the SHC that this cut should be restored and that the delegates request their respective organizations to take similar action.

At the Sunday morning session there was an extensive discussion of the presence or absence of humanistic content in professional and pre-professional curricula and the efforts of certain professions, notably medicine, engineering, and law, to introduce more of it.

Reports of the editor and secretary-treasurer (*infra*) were delivered Sunday afternoon. On Sunday evening President John Everett of Hollins College delivered a stimulating address on religion as a humanistic academic discipline.

Report of Editor

Bulletin No. 1, "Humanistic Scholarship in the South":

Total Sales 495; total free copies 248

Copies on hand -- 284

Bulletin No. 2, "The Southern Humanities Conference and its Constituent Societies":

Total Sales 115; total free copies 701

Copies on hand -- 184

Bulletin No. 3, "Business Executives and the Humanities":

Total Sales, 676; total free copies 548

Copies on hand -- 775

During the past year four copies of Bulletin No. 1 were sold; three copies of Bulletin No. 2; and twenty-three of Bulletin No. 3.

Bulletin No. 4, "Southern Teachers of Philosophy" (distributed gratis by the secretary-treasurer's office).

Bulletin No. 5, "Education for Leadership in Industry," proceedings of a conference on the humanities and industry, held at Louisiana State University, April 8, 1954 (distributed gratis by the secretary-treasurer's office).

No copies of the Newsletter "Humanities in the South" were sent out, largely on account of the low state of the treasury.

The statement of the aims of SHC was prepared by the Editor, with the help of Mr. Balz and others.

Report of the Secretary-Treasurer

Mr. Thompson submitted the following financial report for the period 1 April 1954 to 31 March 1955, and it was found to be correct by the auditing committee:

Expenditures:

Secretarial assistance, postage, mimeographing, stationery, printing	\$206.86
Travel expenses	255.37
Publications	<u>406.50</u>
Total expenditures	\$868.73

Assets:

Cash in checking account 1 April 1954	\$923.68
Membership dues for 1954/55 (49 associate members, 10 constituent societies)*	585.00
Press income	35.23
Gifts	<u>350.00</u>
Total expenditures	\$1,893.86
Total cash and hand in checking account, 31 March 1955	<u>\$1,025.00</u>
Balance in savings account in Bank of Chapel Hill. 31 March 1955	\$1,067.00
Total Assets, 31 March 1955	\$2,093.00

* One associate member sent a check for only \$5.00.

Report of Committee on Relationships with Regional Industries and Financial Objectives of the SHC.

Our committee submits its reports under three headings, as follows:

I. That we continue the approach to industrialists with all possible wisdom and vigor.

II. Methods:

1. That we give prominent emphasis to the central ideals of the humanities in all our contacts and publications. This means essentially that real education is the enterprise of dealing with ideas, skills and techniques in languages and laboratories are necessary and useful, but they are not education in the true sense. To be really educated a man must be at home in a world of ideas. He must be able to recognize problems and deal with them intelligently.

The humanities are concerned with this world of ideas. They include all of those disciplines which present man's understanding of himself and the world. Thus the goal of education is understanding and a philosophy to live by. It places a premium on intelligence.

The curriculum of the humanities will include all the sciences, properly understood, and all the social life of man, but it will also include what we conventionally call philosophy and religion because they represent man's supreme efforts to achieve understanding. To omit this inclusive emphasis, as much of our education does today, is to leave our students only partly educated. It is this lack which a study of the humanities can supply.

2. That Mr. Balz be requested to carry on certain approaches which he already has underway, in consultation with the new chairman.
3. That the list of industries be carefully screened, eliminating where advisable and also adding other promising names.
4. That approaches be made by personal contact as far as possible.
5. That the approach be made from the point of view of each state, with its particular situation.
6. To that end, that the approach be made through or by an SHC delegate residing in that state, or through any suitable persons selected by the chairman in states in which no delegates reside.
7. In other states the chairman should undertake to deal with the situation as best he can.
8. Along with the local state approach all representatives should carefully set forth the regional character of the educational problem of our day and of SHC.
9. The entire membership of SHC should thus become a dynamic committee under the chairman with each carrying a responsibility.
10. In addition, the chairman in consultation with his committee should be searching for suitable business men to constitute a nucleus to assist us in our approach to industry.

III. Financial Objectives:

1. A minimum operating budget of \$2,000.
2. Special objectives:
 - A. Employ a competent scholar for one year to observe, stimulate, and evaluate the humanities in southern colleges, universities, \$10,000 (\$8,000 for salary, \$2,000 for expenses).
 - B. To publish three issues of News Letter annually for three years and send to all members of our constituent societies, \$1,200.
 - C. Publish one book-length bulletin each year, \$1,500.
 - D. To publish a pamphlet on the humanities to be placed in the hands of all high school counsellors in the south, \$1,000.
 - E. To establish fellowship in the humanities, \$100,000. To assist research and publication in the humanities, \$100,000.

These special items should be broken down in detail to be laid before any and all friends of the humanities. They should give some indication of what SHC has in mind.

Report of Committee to Study Possible Support
from Foundations and with Them

In seeking support from foundations for a southern conference between industry and education, it would probably be helpful to point out the great success of and interest in the College English Association's conferences of this type, but at the same time to emphasize the fact that no such all-southern conferences have been held, and that the south has its own specific problems. This approach should reassure foundations as to the possibility of the plan, and at the same time appeal to their interest in new and experimental programs. Such a conference, however, would probably have a better chance of sponsorship by a business or industry than by a foundation.

In approaching foundations with requests for money, we should present not only our general aims and ideals, but also the specific machinery and methods by which we hope to achieve them or to make them prevail. For this purpose, we need to clarify our own intentions. If we were given \$100,000 today, what could we do with it, and exactly how would we go about it? And how much would our project cost? Until we are in a position to present plans with a specific modus operandi and an itemized budget, we are not likely to get foundations to endorse them.

Though the organization of the SHC is based on corporate membership, foundations would probably be more interested in the group if it had a broad base of individual membership and interest. Such a membership or support should be obtained in one way or another, even if an amendment to the constitution of the SHC is required to make it possible.

Though from our point of view it seems almost impossible to achieve any of our purposes without more funds than we have, we would have a better chance of enlisting foundation-support for a program which we had started and were struggling to continue than for one that we expressed a velleity to initiate.

This committee does not have sufficient information to make recommendations as to which specific foundations should be approached, but it does recommend that the SHC, as a regional organization, seek the assistance of the various local and regional foundations in its own territory as its chief means of support.

The chairman of the SHC should be authorized to make whatever reasonable expenditures are necessary in order to solicit financial support.

Report of the Committees on the Revision of the Statement
of Aims of the SHC

The Aims of the Southern Humanities Conference

The Southern Humanities Conference is an organization representing nine southern societies interested in the Humanities. These societies are: the Classical Association of the Middle West and South (Southern Section), the College Art Association (Southeastern Regional Conference), the Society of Biblical Literature and Exegesis (Southern Section), the South Atlantic Modern Language Association, the Southeastern Library Association, the Southern Historical Association, the Southern Society for the Philosophy of Religion, and the Southern Society for Philosophy and Psychology, and the South-Central Modern Language Association. The total membership of these societies is over 3,000.

There is some confusion as to just what the word "humanities" means. The names of the societies given above will perhaps give some indication of what the humanities mean to the Southern Humanities Conference, but Robert M. Cooper of Roanoke College has given an eminently satisfactory definition in a report prepared for the Conference: "The humanities are those branches of study that treat of the cultural, spiritual, and intellectual products of man, that embrace the products of man's creative mind both past and present, and that can be justified not only in terms of the satisfactions and values inherent in themselves, but also can be justified as serving to integrate all that man knows of himself and his past." At one of the meetings of the Southern Humanities Conference, Charles E. Odegaard, now Dean at the University of Michigan, put it this way: "It is the special business of the humanities ... to deal with individual attempts of man to find and express himself."

The Southern Humanities Conference recognizes that there are definite utilitarian values in the humanities, but it also asserts that the cultivation of the humanities makes the individual better prepared to live with himself, better equipped to develop his personality, able to appreciate values, and disposed to dwell in harmony with his fellow men through a sympathetic understanding of divergent points of view.

In general, the aims of the Southern Humanities Conference are (1) to increase the effectiveness of the study of the liberal arts in the South, not only in the academic world, but also in the broader fields of the community and of industry; (2) to keep the men and women teaching in this field, and indeed other interested parties, informed about significant developments in the position of the humanities and attitudes toward them; and (3) to establish more effective cooperation between the teachers of the liberal arts and the leaders of business and industry in the South.

Specifically, the Southern Humanities Conference is seeking funds to enable it to engage in the following activities:

1. Better English. The Southern Humanities Conference desires to organize an all-southern campaign to improve English in the high schools and colleges of the South, by first bringing together the men who have established contacts between the college and the high schools. The experience of these men would be pooled, a plan for improving English in the South would be drawn up, and an effort would be made to secure the support of newspapers, business, the professions, and industry in carrying it out. In this effort the Southern Humanities Conference would cooperate with the College English Association, which is endeavoring to improve English on a national scale.

2. More effective Foreign Language Instruction. The Southern Humanities Conference wishes to encourage the study of foreign languages by enlisting the full support of leaders in the professions and industry. The public needs to be made aware of the importance of foreign languages when so many outside responsibilities have fallen upon the United States. Men and women with a command of foreign languages are needed more than ever before in our history. Here, too, the high schools and the colleges would be brought together in a common effort.

3. Support of Research. A survey of the support of research in southern universities is needed. Such a study would supply facts and figures and would be an incentive to raise the standards in many institutions. A fund to assist in the publication of humanistic studies is greatly needed, since work of this character is not within the field of commercial publication.

5. Survey of the Attitude of Leaders in Professional Education. College catalogues of Engineering and Medicine recommend the study of the humanities as preparation for a professional career. This attitude should be more widely known.

6. Information about the Humanities. The Newsletter of the Southern Humanities Conference, sent free to interested parties, should reach not only teachers, but men in the professions, industry and business.

7. Publication of Bulletins. The Southern Humanities Conference desires to publish bulletins like those which it has sponsored so far: "Humanistic Scholarship in the South" (Stroup); "Business Executives and the Humanities" (McAllister); "The Southern Humanities Conference and Its Constituent Societies"; "Southern Teachers of Philosophy" (Balz). This program has been curtailed in spite of the fact that material suitable for publication has been at hand.

8. Fellowships. The Southern Humanities Conference desires to find ways and means of improving the value of fellowships in the humanities in order that humanistic study can compete with study in the sciences.

9. General Support. The Southern Humanities Conference needs funds for planning operations, clerical help, postage, supplies, and travel. It should be pointed out that the Southern Humanities Conference has no salaried officers.

The present income of the Southern Humanities Conference is approximately \$800 per year, coming from fees paid by the associate members and the constituent societies. The Conference's survival is therefore assured, but the present income means only subsistence for the Conference and is insufficient to carry out a truly significant program.

Estimates

1. Better English. Preliminary conference on the improvement of English, with representation from Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Travel	\$950.00
Maintenance	350.00
Clerical Expense	100.00
Expense to SHC	200.00
	<u>\$1,600.00</u>

2. More Effective Foreign Language Instruction. Same amount. (This conference would depend upon the results of the English Conference.)

3. Support of Research -- Survey -- Clerical Expense and

Postage	\$600.00
Publication	1000.00
	<u>\$1,600.00</u>

4. Cooperation of Industry and the Humanities.

Expenses of Travel and Maintenance \$1,000.00

5. Survey of the Attitude of Leaders in Professional Education.

Clerical Expense	\$200.00
Publication	200.00
	<u>\$400.00</u>

6. Information about the Humanities. The publication of the news letter and its distribution free to all members of constituent societies, business firms, and leaders in industry. Three issues

a year.

Printing	\$600.00
Mailing	300.00
Clerical Expense	300.00
	<u>\$1,200.00</u>

7. Publication of Bulletins. One each year \$1,500.
8. Fellowships. This need further study.
9. General Support -- Yearly \$2,000.

Membership

In addition to the constituent societies there are the following associate members: Agnes Scott College, Alabama Polytechnic Institute, Birmingham-Southern College, Bridgewater College, Centre College, Clemson College, Davidson College, Dillard University, Duke University, East Carolina College, Emory University, University of Florida, Furman University, Georgia Institute of Technology, University of Georgia, Hampden-Sydney College, University of Kentucky, King College, Lindsey Wilson College, Longwood College, Louisiana State University, Lynchburg College, McNeese State College, Mary Baldwin College, Mary Washington College, Mercer University, Meredith College, University of Miami, Mississippi Southern College, Mississippi State College, University of Mississippi, Morehead State College, University of North Carolina, North Georgia College, Queens College, Radford College, Randolph-Macon Woman's College, Roanoke College, University of South Carolina, University of the South, Southern Methodist University, Southwest Texas State Teachers College, Southwestern at Memphis, Southwestern Louisiana Institute, Sue Bennett College, Sul Ross State College, Sullins College, Sweet Briar College, University of Tampa, Tennessee Philological Association, University of Tennessee, Tennessee Wesleyan College, Texas Christian University, Texas State College for Women, University of Texas, Texas Wesleyan College, Trinity University, Vanderbilt University, Villa Madonna College, Virginia Military Institute, Virginia Polytechnic Institute, University of Virginia, Washington and Lee University, College of William and Mary, and Winthrop College.

Sustaining friends of the Southern Humanities Conference are Parkersburg-Aetna Corporation, Union Carbide and Carbon Company, E.I. Du Pont de Nemours & Co.

Report of Resolutions Committee

The Southern Humanities Conference at its annual meeting, 24-25 April 1955, herewith reocrds - but does not herewith adequately express - its deep gratitude for, and sincere appreciation of (1) the stimulating presentation by President John Everett of Hollins College, (2) the competent and indispensable secretarial help to the conference of Mrs. Hope Heath, and (3) effective work done by Albert G.A. Balz during his tenure as chairman.

The conference expresses its sincere sympathy to President Oberly of Roanoke College for the illness of Mrs. Oberly and it regrets his inability to meet with and address the conference.

The conference also directs the secretary to send a communication to President Darden of the University of Virginia expressing its sincere thanks for making available to the Southern Humanities Conference, through its chairman Mr. Balz, the services of Mrs. Hope Heath, and expressing appreciation for Mr. Balz' own invaluable services.

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SOUTHERN HUMANITIES CONFERENCE
SEVENTH ANNUAL MEETING
EMORY UNIVERSITY
14-15 MAY 1954

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The Seventh Annual Meeting of the Southern Humanities Conference took place on 14-15 May 1954 at Emory University.

Delegates and Observers

Delegates and observers were: Albert G. A. Balz, University of Virginia, chairman and delegate, Southern Society for Philosophy and Psychology; Calvin S. Brown, University of Georgia, delegate, South Atlantic Modern Language Association; Ellsworth Churn, National Association of Manufacturers, observer; Thomas D. Clark, University of Kentucky, delegate, Southern Historical Association; Donald H. Daugherty, observer, American Council of Learned Societies; Ernest Cadman Colwell, Emory University, member-at-large; Edward Foster, Georgia Institute of Technology, observer, College English Association; Richard B. Harwell, Emory University, delegate, Southeastern Library Association; Francis C. Hayes, University of Florida, member-at-large; Howard S. Jordan, University of Georgia, member-at-large; Sturgis E. Leavitt, University of North Carolina, editor, and delegate, American Council of Learned Societies; S. Vernon McCasland, University of Virginia, delegate, Southern Section of the Society of Biblical Literature and Exegesis; Arthur S. Moser, member of executive committee, and observer, Tennessee Philological Association; James A. Rikard, Roanoke College, delegate, Southern Society for Philosophy of Religion; Clemens Sommer, University of North Carolina, delegate, Southeastern College Art Conference; Bain T. Stewart, University of Tennessee, observer; Lawrence S. Thompson, University of Kentucky, secretary-treasurer; L. A. Wetlaufer, E. I. du Pont de Nemours & Co., Wilmington, Del., observer; Autrey Nell Wiley, Texas State College for Women, delegate, South-Central Modern Language Association. Other visitors included President Goodrich C. White, Emory University; Dean Judson C. Ward, Emory University; Miss Margaret Jemison, Emory University; Mrs. J. H. Grosland, Georgia Institute of Technology; Dean Walter Martin, University of Georgia; Mrs. Allen Lockerman, Roswell, Georgia; John Ivey, Southern Board of Control for Regional Education; George Ganitt, Southern Board of Control for Regional Education; President King Stanford, Georgia State College for Women; and Mr. and Mrs. A. L. Steinkamp, R. R. # 2, Smyrna, Georgia.

Officers

Officers of the Conference for 1953-54 were: A. G. A. Balz, chairman; Sturgis E. Leavitt, editor; Lawrence S. Thompson, secretary-treasurer. The executive committee consisted of the elected officers and the following additional members (dates of expiration of their terms noted in parentheses): Mr. Leavitt (1954); E. D. Myers (1955); and Arthur S. Moser (1956). Members-at-large, with the dates of the expiration of their terms, were Francis C. Hayes (1954); Cecil G. Taylor (1954); Howard S. Jordan (1955); and Ernest Cadman Colwell (1956).

In the election at the Seventh Annual Meeting all the officers for 1953-54 were re-elected. Cecil G. Taylor was elected to the executive committee to replace Mr. Leavitt, whose term expired, and James A. Rikard was elected to the executive committee to replace Mr. Myers, who resigned in March. (Mr. Moser continues on the executive committee until 1956). R. B. Harwell was elected member-at-large to replace Mr. Taylor, whose term expired. A. Theodore Johnson, Southwestern at Memphis, was elected member-at-large to replace Mr. Hayes, whose term expired. (Mr. Jordan and Mr. Colwell continue as members-at-large).

The nominating committee consisted of Mr. McCasland (chairman), Mr. Leavitt, and Mr. Clark.

Amendment to the Constitution

The Constitution of the Southern Humanities Conference was amended to read as follows:

Article IV. Officers.

1. The officers of the Conference shall be a Chairman, a Secretary-Treasurer, and an Editor, each of whom shall be elected annually. The Chairman shall not serve for more than three years in succession.

2. Not changed.

3. Add: The Editor shall edit the publications of the Conference under the direction of the Executive Committee.

Article III. Executive Committee.

(Modify the first sentence to read): . . . and also of the Chairman, the Secretary-Treasurer, and the Editor, ex officio.

Report of the Chairman

Mr. Balz submitted the following report:

I wish that this report could be one recording solid achievements during the past year. The volume of correspondence, as the other members of the executive committee will testify, has been considerable.

(1) I record with regret the resignation from the executive committee of Professor Edward D. Myers, of Washington and Lee University. He has been a most effective member.

(2) Nearly two years ago your chairman secured an interview with Mr. Clarence Faust of the Fund for the Advancement of Education. The interview was prolonged and my statement of the objectives and needs of the SHC was sympathetically received. Mr. Faust stated that he did not see how at that time the Fund could assist any regional organization. Your chairman received the impression that, after certain policies had been formulated and put into effect, the Fund would then be in the position of being able to assist the SHC. After the lapse of some 18 months, your chairman communicated with Mr. Faust by letter, raising the question as to whether now the Fund could consider our needs. A courteous reply was received but the answer was "No." Doubtless you share my discouragement. A friendly critic, who has had considerable experience with foundations, contends that we asked for far too little. He asserts that we would have received more consideration had we asked for one hundred thousand dollars!

(3) A year or more ago your chairman wrote to Mr. Paul Mellon inquiring whether the two foundations established by him—the Old Dominion and the Bollingen—could assist the SHC. A cordial reply was received, indicating that at the time all funds of the foundations were committed, but suggesting that at some later date the matter might be considered. Your chairman would suggest that some member of the executive committee seek an interview with Mr. Mellon at his home in Upperville, Virginia, and lay our needs before him.

(4) It is most encouraging to observe the many articles concerning the humanities in relation to the education of business executives that have recently appeared. I refer to articles written by top-flight leaders of American industry, appearing in such magazines as Fortune and in the Bulletin of the AAUP. The common thesis seems to be that the humanities are an indispensable part of the education needed for young men hoping to achieve eminence in the field of business executives.

(5) Last fall a meeting of your executive committee and a group of business executives was held at Chapel Hill. As a result of the conference, it was decided that a core committee of members of the SHC and Southern leaders of industry should be formed. The chief business of this committee would be the organization of a conference between the SHC and a correspondingly large group of executives, and the formulation of a program for such a meeting. It has been suggested that Mr. Cyrus Eaton, of the C. & O. Railway, be asked to extend the hospitality of the Greenbrier Hotel for the proposed meeting.

(6) The compilation of the biographies and bibliographies of present and former teachers of philosophy in the South—begun by me more than twenty years ago and added to from time to time since then—is being multilithed by the University of Kentucky press and will shortly be distributed. The costs of preparing the multiliths were provided by the Research Committee of the University of Virginia. The compilation will include more than 500 persons and around 150 bibliographies.

(7) It has been suggested that a class of sustaining members of the SHC be created and that large industries be invited to become such members.

(8) It is pleasant to take note of the many conferences recently occurring, having to do with the liberal arts and the humanities. The position is consistently taken that these are essential to education, and especially in a democracy in critical days. This leads to the consideration that, if the liberal arts and humanities are to preserve or be restored to their traditional position in higher education, something must be done to provide the teachers and scholars in such subjects. This involves recruiting for graduate study. But it is seemingly now the case that the provisions for graduate scholarships and fellowships in the humanities fall far short of the provisions in the natural sciences. If my memory is correct, the Union Carbon and Carbide Company has set up a foundation, or at any rate has set aside funds, to be granted to higher institutions for use in fields to be selected by these institutions, without restricting the funds to the natural sciences.

I conclude with a few observations. We all know that it is not easy to give a formal definition of the liberal arts or humanities. It is not easy even to list exhaustively the subjects to be included. In some quarters, I fear, the humanities are identified with Greek and Latin classicism, and perhaps some assume that the primary purpose of the SHC is to restore Latin and Greek to their former central position in higher education. This is of course not the case. I do not believe that the restoration of Latin and Greek is in the foreseeable future a possibility and, personally, I am not sure it would be wholly a good thing. The SHC should avoid overemphasizing the humanities as a means to immediate practical ends. Obviously, the study of English and foreign languages is a means to such ends. Art and philosophy and history are less obviously "practical" in such a sense. The SHC cannot view the humanities in a narrowly practical and materialistic sense.

If the liberal arts are indispensable, they are indispensable for the production of cultivated, enlightened, minds—minds capable of a sympathetic understanding of all human problems and of contributing to their solution, minds fitted for leadership in all fields of democratic society. It is notable that departments of medicine throughout the country are de-emphasizing the role of natural science in pre-medical preparation and are seeking ways of liberalizing such preparation by emphasizing the humanities. As I read the recent statements of American business leaders, I find the same theme. You will recall that Plato required, for admission to his academy, some knowledge of mathematics. You will also recall that, in the Republic, when developing his plan for education, after many years of prior education, those students who have been selected as fit to rule must devote five years to the art of dialectic, which is the art of thinking. After these five years, there is to follow fifteen years of work in practical affairs—a fifteen year apprenticeship or internship. Only after all this are they fit to rule. So far as I can figure it out, a student would be at least forty years old before Socrates would judge him prepared for leadership. The central core of such preparation is the humanities. I believe that many American leaders see the essential soundness of the Platonic-Socratic view. Specialization we must have—we must have engineers, physicians, physicists and chemists. But we must also have enlightened minds.

Report of the Editor

Mr. Leavitt submitted the following report:

During the past year, for reasons of economy, principally, no Newsletter, Humanities in the South, was sent out, and no Bulletins were issued by the University of North Carolina Press. Of the three bulletins published so far by the Southern Humanities Conference, there are still a number available for distribution. The Bulletins issued thus far are:

- No. 1. Stroup, Humanistic Scholarship.
- No. 2. The Southern Humanities Conference.
- No. 3. McAllister, Business Executives and the Humanities.

Of No. 1 286 copies are on hand (total sales, 491; total free copies, 248). Of No. 2 187 copies are on hand (total sales, 112; total free copies, 70). Of No. 3 800 copies are on hand (total sales, 653; total free copies, 547). During the past year twenty-nine copies of No. 3 were sold and 170 distributed free.

The following additional publications were distributed to members and associate members: A Survey of the Strength of Music Departments (100 on hand); Humanities in Southern Institutions (100 on hand); Graduate Study of Religion in the South (100 on hand); Report of the Humanities-Industry Conference held in Chapel Hill, November 6-7 1953; Col. Palmer's speech at the Chapel Hill conference; Classics as a Preparation for a Business Career (100 on hand).

The University of North Carolina has contributed the necessary clerical work connected with the post of Editor and will continue to do so.

Various efforts have been made, so far without success, for a subsidy for the Newsletter, Humanities in the South in the form of an advertisement. Some firms have offered to print or mimeograph the pamphlet, but the inconvenience and delay that would be caused by doing the work outside of Chapel Hill far outweigh any advantages afforded so far. In the opinion of the Editor the most pressing need at the moment is for sufficient funds to publish Humanities in the South twice a year and to extend the free mailing list to 1,000 names. If additional funds should be available, the Newsletter should have high priority.

Report of the Secretary-Treasurer

Mr. Thompson submitted the following financial report which was examined by the auditing committee (Mr. Hayes and Mr. Jordan) and found to be correct:

Expenditures:

Secretarial assistance, postage, mimeographing, stationary, printing	\$269.26
Travel expenses	693.22
Publications	<u>301.13</u>
Total expenditures	\$1,263.61

Assets:

Cash in checking account 1 April 1953	\$1,308.18
Membership dues for 1952/53 (56 associate members, 8 constituent societies)	640.00
Press income	39.11
Gifts	<u>200.00</u>
Total expenditures	<u>\$2,187.29</u> <u>1,263.61</u>
Total cash on hand in checking account, 31 March 1954	<u>\$923.68</u>
Balance in savings account in Bank of Chapel Hill, 31 March 1954	<u>1,058.45</u>
Total Assets, 31 March 1954	\$1,982.13

Respectfully submitted,

/S/ Lawrence S. Thompson

General Session, Friday Morning, 14 May 1954

The officers read their reports (supra), and reports were submitted on the industry-humanities conferences at Chapel Hill (Mr. Leavitt), Gainesville (Mr. Hayes), Athens (Mr. Jordan), and Baton Rouge (Mr. Thompson). Mr. Chunn spoke on the role of the NAM in promoting these conferences.

Luncheon, 1:00 p.m., 14 May 1954

The delegates and observers were the guests of Emory University at luncheon in the private dining room of the Alumni Memorial Building. Dean Judson Ward of

Emory extended the University's welcome, and Mr. Colwell spoke on the subject of "How Can a University Support the Humanities?"

General Session, Friday Afternoon, 14 May 1954

The following speakers appeared on a panel on the interdependence of industry and the humanities: Mrs. J. Henley Crosland, librarian, Georgia Institute of Technology; Mrs. Allen Lockerman, coordinator, Fulton County Centennial Commission; and Mr. Ellsworth Chunn, National Association of Manufacturers.

Mr. Leavitt brought to the attention of the Conference the grave threat to the humanities involved in the cut in the appropriation originally provided in HR 8067 (providing for United States cultural institutes abroad). The Conference went on record as opposing the cut and instructed the secretary to write accordingly to Senator Styles Bridges. Mr. Leavitt will write to the secretaries of the constituent societies urging them to take similar action in behalf of their societies.

General Session, Friday Evening, 14 May 1954

President Henry King Stanford of the Georgia State College for Women, Milledgeville, addressed the Conference on the subject of "Humanizing Industry or Industrializing the Humanities?" President Stanford extended an invitation to the Conference to hold its 1954 meeting in Milledgeville.

General Session, Saturday Morning, 15 May 1954

The following bylaw was adopted: Friends of the Southern Humanities Conference will consist of individuals, business firms, and organizations who make monetary contributions to the Southern Humanities Conference. All friends will be invited to the annual meetings as observers. Sustaining friends are those who contribute \$100 or more.

Mr. Leavitt will draw up a draft for a Newsletter containing a statement of the purposes of the SHC and pointing out how friends may support the Conference. A suitable mailing list, if possible including the names of Southern members of the NAM, will be sought. The members of the Core Committee (NAM-SHC representatives) to promote the study of the humanities as a part of the training of business men will be asked to send the Newsletter to potential friends. All delegates to the meeting were urged to send in to the editor names of individuals who might wish to receive the Newsletter and contribute to the Conference.

The following report was submitted by the Resolutions Committee (Mr. Brown and Miss Wiley):

Whereas, We, the officers, delegates, members-at-large, and observers, of the Southern Humanities Conference assembled in the seventh annual meeting on May 14-15, 1954, at Emory University in Atlanta, Georgia, have enjoyed both hospitality and a stimulating exchange of ideas.

Therefore, be it resolved, that we express our sincere appreciation to the following:

The administrative officials of Emory University for providing rooms for meetings, official courtesies, and especially the excellent luncheon served to us through the generous hospitality of the University and its staff in our honor;

The Dean of the College of Arts and Sciences, Emory University, Dr. Judson C. Ward, for his cordial welcome in his introduction of Dean Colwell as our luncheon speaker;

Dr. Ernest C. Colwell, Dean of the Faculties, Emory University, for his critical and humanistic discussion of the role of a university administration in supporting the humanities;

The guest speakers on the panel which defined and illustrated the interdependence of industry and the humanities: Mrs. Allen Lockerman, Coordinator of the Fulton County Centennial Commission; Mrs. J. Henley Crosland, Librarian, Georgia Institute of Technology; Mr. Ellsworth Chunn, National Association of Manufacturers;

Members who reported upon conferences recently sponsored jointly by the

humanities and business: Professor Sturgis E. Leavitt, Professor Francis Hayes, Professor Howard S. Jordan, Professor Lawrence S. Thompson, and Dr. Ellsworth Chunn;

Dr. Henry King Stanford, President of the Georgia State College for Women, for his discerning and profound discussion of the subject "Humanizing Industry or Industrializing the Humanities";

Dr. R. B. Harwell, local chairman of arrangements, for his able planning and his introduction of President Stanford as our evening speaker;

The officers of the Southern Humanities Conference for their labors in behalf of the Conference and its disciplines: Chairman, A. B. A. Balz; Secretary-Treasurer, Lawrence S. Thompson; Editor, Sturgis E. Leavitt; their committees; the Executive Committee; and Mr. Daugherty of the ACLS;

Professor A. G. A. Balz, University of Virginia, for his efficient and inspiring leadership as Chairman of the Southern Humanities Conference.

Be it further resolved that these resolutions be spread at large upon the minutes of this organization, and that copies be sent to President Goodrich C. White, Emory University; President Henry King Stanford, Georgia State College for Women; and Professor A. G. A. Balz, University of Virginia.

Respectfully submitted,

Resolutions Committee:

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SOUTHERN HUMANITIES CONFERENCE
FIFTH ANNUAL MEETING
UNIVERSITY OF KENTUCKY
LEXINGTON, KY.
4-5 APRIL 1952

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The Fifth Annual Meeting of the Southern Humanities Conference took place on 4-5 April 1952 at the University of Kentucky. The delegates were the guests of the College of Arts and Sciences of the University of Kentucky at a luncheon on 4 April.

Delegates and Observers

Delegates and observers were: Albert G.A. Balz, University of Virginia, delegate, Southern Society for Philosophy and Psychology; Thomas D. Clark, University of Kentucky, delegate, Southern Historical Association; Robert M. Cooper, Roanoke College, member-at-large; reporting on The Humanities and Professional Teacher Training; Donald H. Daugherty, American Council of Learned Societies, observer; George M. Gant, Southern Regional Education Board, observer; Francis C. Hayes, University of Florida, member-at-large; Sturgis E. Leavitt, University of North Carolina, editor and representative of the American Council of Learned Societies; S. Vernon McCasland, University of Virginia, delegate, Southern Section of the Society for Biblical Literature and Exegesis; Esmond Marilla, Louisiana State University, deputy delegate, South Central Modern Language Association; Arthur H. Moser, University of Tennessee, delegate, Southern Section of the Classical Association of the Middle West and South; Wilton Mason, University of North Carolina, deputy delegate, Southeastern Chapter of the American Musicological Association; Edward D. Myers, Washington and Lee University, chairman; William W. Pusey, Washington and Lee University, reporting on the Virginia Humanities Conference and on Humanities Curricula in the South, observer; James A. Rikard, Roanoke College, delegate, Southern Society for the Philosophy of Religion; Thomas B. Stroup, University of Kentucky, delegate, South Atlantic Modern Language Association; Lawrence S. Thompson, University of Kentucky, secretary-treasurer and deputy delegate, Southeastern Library Association. Those who were unable to attend were: Fletcher M. Green, University of North Carolina, member-at-large; Glen Haydon, University of North Carolina, delegate, Southeastern Chapter of the American Musicological Association, represented by Mr. Mason; Clemens Sommer, University of North Carolina, delegate, Southern Conference of the College Art Association; Cecil G. Taylor, Louisiana State University, member-at-large and delegate, South Central Modern Language Association, represented by Mr. Marilla; and Louis R. Wilson, University of North Carolina, delegate, Southeastern Library Association, represented by Mr. Thompson.

Officers

Officers of the Conference for 1951-52 were: Mr. Myers, chairman; Mr. Leavitt, editor; Mr. Thompson, secretary-treasurer. The chairman, secretary, with Mr. Stroup, Mr. Leavitt and Mr. Green formed the Executive Committee. Members-at-large were Mr. Cooper (who was appointed by the Executive Committee to replace Douglas Southall Freeman upon his resignation), Mr. Green, Mr. Hayes, and Mr. Taylor. Elections were held at the meeting for chairman, one member-at-large (to replace Mr. Green, whose term expired in 1952), and one executive committee member. As a result of these elections the officers for 1951-52 will be Mr. Balz, chairman; Mr. Leavitt, editor; Mr. Thompson, secretary-treasurer; and Mr. Myers, of the Executive Committee. Howard S. Jordan was elected member-at-large. The new Executive Committee, with the dates of the expiration of their terms, is as follows: Mr. Green (1953), Mr. Leavitt (1954),

Mr. Myers (1955). Members-at-large, with the dates of the expiration of their terms are Mr. Cooper (1953), Mr. Hayes (1954), Mr. Taylor (1954), and Mr. Howard S. Jordan (1955) of the University of Georgia.

Publications

The editor, reporting on the publication program, stated that of the 1,025 copies of the first bulletin, 373 have been sold and 347 given away free, leaving 280 in stock. Of 1,000 copies of the second bulletin, 109 have been sold and 310 given away, leaving 581 in stock. Of 2,000 copies of the third bulletin, 548 have been sold and 357 given away, leaving 1,095 in stock. Subsidies repaid on the first bulletin have amounted to \$310.59; on the second to \$105.73; and on the third to \$73.64, totalling \$489.96.

The editor reported that the sales of the third bulletin had been distinctly increased through Mr. Sheer's article which was reprinted and widely distributed. A thousand copies of the McKerrow and Silver article "On the Publication of Research" were purchased, and distributed to constituent societies and associate members. Marshall Fishwick's excellent study on "Humanities Courses in the South", first printed in the magazine Shenandoah, was secured as a reprint with a special cover and widely distributed. Robert M. Cooper's "Defining Humanities" was mimeographed and widely distributed. It has received considerable favorable comment. SHC Newsletter no. 2 contains eight pages, and the editor commented that Mr. Marilla's work in covering books on the humanities deserves high praise. A manuscript by Clyde H. Cantrell and Walton Patrick, both of Alabama Polytechnic Institute, on a Bibliography of Theses in the United States Dealing with Southern Culture, is under consideration for publication as Bulletin no. 4. It was agreed that the Executive Committee should make the final decision after investigation of the cost of publication.

Report of Secretary-Treasurer

The secretary-treasurer gave a financial statement which was subsequently approved by the auditing committee. He reported a large number of new associate members. Institutions now holding associate memberships are:

Agnes Scott College
Bridgewater College
Catawba College
Centre College of Kentucky
Clemson College
Davidson College
Dillard University
Duke University
East Carolina Teachers College
Emory-At-Oxford
Emory University
Florida, University of
Furman University
Georgia Institute of Technology
Georgia, University of
Hampden-Sydney College

Hinds Junior College
Kentucky, University of
King College
Lindsey Wilson College
Longwood College
Louisiana State University
Lynchburg College
McNeese State College
Mary Baldwin College
Mary Washington College
Mercer University
Meredith College
Miami, University of
Mississippi Southern College
Mississippi State College
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Morehead State College
North Carolina, University of
North Georgia College
Queens College
Radford College
Randolph-Macon Woman's College
Roanoke College
South, University of the
Southern Methodist University
Southwest Texas State Teachers College
Southwestern at Memphis
Southwestern Louisiana Institute
Sue Bennett College
Sul Ross State College
Sullins College
Sweet Briar College

Tampa, University of
Tennessee Philological Association
Tennessee, University of
Texas Christian University
Texas State College for Women
Texas, University of
Texas Wesleyan College
Trinity University
Vanderbilt University
Villa Madonna College
Virginia Military Institute
Virginia Polytechnic Institute
Virginia, University of
Washington and Lee University
College of William and Mary
Winthrop College

Virginia Humanities Conference

Mr. Pusey reported briefly on the third annual meeting of the Virginia Humanities Conference. It was observed that this is the only such state group in the region.

Southern Conference of Academic Deans and Southern Regional Education Board

Mr. Hayes reported on the St. Petersburg meeting of the Southern Conference of Academic Deans and on the Daytona Beach meeting of the Southern Regional Education Board, both last fall. He commented on the enthusiastic support of the SHC program by Dean M.M. White of the University of Kentucky at the St. Petersburg meeting; and it was observed that many of our new associate members came into the SHC as a result of this meeting. Mr. Hayes reported that both he and officials of the Southern Regional Education Board were concerned over the lack of attention to the humanities at the Daytona Beach meeting and that the director of the Board had invited the SHC to be on the program of the next meeting.

Teaching of Music in the South

Mr. Mason read Mr. Haydon's "Summary Report on the Teaching of Music in the South". This report indicated a widespread interest in music and music scholarship in the South. The continued growth of this interest, it was observed, can be expected to raise the study of music to a high place in the humanities during the coming years.

Research in Southern Colleges and Universities

Mr. Leavitt stated that he had lent the findings of his study of "The Encouragement of Research in Southern Universities and Colleges" to an interested representative of the Carnegie Corporation. He recommended postponement of further action pending a report from the Carnegie Corporation on its five-year support of research in the South.

Live Manuscripts of Southern Writers

Lewis Budd, a Kentucky member of the Committee on Live Manuscripts of the South Atlantic Modern Language Association, read the report of the chairman, John Bowen Hamilton of Georgia Institute of Technology. Mr. Hamilton reported substantial progress in encouraging Southern authors to deposit their manuscripts in institutions properly equipped to take care of them. Most of his \$50.00 grant from the SHC will be spent in preparing a pamphlet to be distributed to prospective donors of manuscripts. Mr. Hamilton's tentative request for \$55.00 for additional expenses was referred to the executive committee. Discussions of this report indicated that it was the sense of the conference that similar activities be encouraged in other fields, especially music and Southern history.

Classics in the South

Mr. Moser's report on "Classics in the South" indicated that high schools and colleges can look forward to some improvement in numbers of students enrolled in classical studies or at least to the continuance of the status quo.

Humanities Curricula in the South

Mr. Pusey's report on "Humanities Curricula in the South" was based on a comprehensive study of humanities offerings in fifty universities, technological institutions, and undergraduate colleges in the South. A number of situations which were emphasized in this report were given more detailed attention by a subcommittee which considered them at length and made certain suggestions for improvement. This report will be multilithed and sent to associate members and other.

The Humanities and Professional Teacher Training

Mr. Cooper's report on "The Humanities and Professional Teacher Training" revealed a deplorable situation with regard to the role of humanities in the curricula of teacher-training institutions. Both legal requirements for certification and actual attitudes of educational administrators create an inhospitable climate for the humanities and, indeed, of other basic disciplines as well in the curricula prescribed for teachers.

Future Program of the Conference

Mr. Moser read a report of a committee consisting of himself, Thomas H. English of Emory University, and J. Merton England of the University of Kentucky on recommendations to the SHC for a future program. Many of the points in this report dovetailed with points made in other reports; and it was referred for further study to one of the three subcommittees set up to work at the annual meeting.

Subcommittee on Humanities Curricula in the South

The first subcommittee, to consider the report on humanities curricula in the South, consisted of Mr. Rikard, Mr. Clark, Mr. Marilla, Mr. Pusey, and Mr. Stroup. The following recommendations of this subcommittee were adopted at the Saturday morning meeting:

1. That the SHC multilith this report.
2. That copies of the multilithed report be sent to all associate members and representatives of constituent societies, to the heads of all departments of humanities subjects of associate member schools, to the presidents of all Southern technological and agricultural schools, and to others at the editor's discretion.
3. That the SHC express its special concern about the trend towards the excessive proliferation of advanced courses offered to undergraduates. At one institution, for instance, seventy-five different courses were available in a single department for undergraduates. This kind of thing appears to be a wholly unjustified dissipation of effort. Beyond a reasonable point, which has been indicated for most subjects in the body of the report, instructional energy should be put rather into the competent teaching of foundation undergraduate courses, with emphasis on the quality of the instruction and not on the number of courses. In many institutions the number of courses open to undergraduates should actually be decreased.
4. That a committee of the SHC explore possible professor-exchange programs between small colleges and large universities, with a view to enabling professors from smaller colleges to keep alive their special interests, and with a view to interesting a foundation in the implementation of such programs on an experimental basis.
5. That each college or university in the South make an examination of its offerings in the humanities, and that where, measured by the suggested desiderata, an inadequacy of course offering becomes apparent, the institution should review objectively its success in attaining its stated purpose.
6. That the SHC is cheered by the expressions of liberal viewpoints on the part of the professional associations of the technological and agricultural schools, even though the present curricula of these institutions do not reflect these attitudes appreciably; and that the SHC recommend that Southern technological and agricultural schools broaden their curricula further in the field of the humanities in keeping with the recommendations of their own professional associations and with the demands of our democratic society, since it seems clear that vocational efficiency will not alone suffice, but must be accompanied by enlightenment and liberalization of mind.

Subcommittee on Humanities and
Professional Teacher Training

The second subcommittee, to consider the report on humanities and professional teacher training, consisted of Mr. McCasland, Mr. Cooper, Mr. Green, Mr. Hayes, and Mr. Myers. The following recommendations of this subcommittee were adopted at the Saturday morning meeting:

As the quickest and most effective means of achieving the program outlined below, it is recommended that the Fund for the Advancement of Education be asked to provide funds for the establishment in the Conference of a full-time executive secretary and staff to ascertain the present role of the humanities in secondary education in the South, and to promote a specific program for increasing this role.

The subcommittee recommends the following as specific duties of this executive secretary:

1. To enlist the support of college faculties in the institutions which train teachers -- especially the support of those teaching the sciences and education -- for this program, and to work out with them specific steps to achieve it.
2. To enlist the support of legislators and state boards of education in the various Southern states in increasing the number and variety of humanities courses required for certification of teachers.
3. To prove to the general public, to parents of students, and to students themselves that the humanities are of specific and indispensable value.
4. To enlist the support of Southern business men, particularly by demonstrating (a) that the humanities are best fitted to "develope and improve the qualities of the greatest natural resource of all -- the human mind," (I.S. Olds, Chairman of the Board, U.S. Steel), and (b) that high school teachers are vital in this development.
5. To initiate specific programs designed to show that the humanities can contribute significantly to answering various contemporary problems that plague the various sections of the general public. Such programs should make clear that the questions the humanities are pursuing and the conclusions they have reached are "truly relevant to the bewilderments of our age" (Clarence Faust, President of the Fund for the Advancement of Education).

Subcommittee on the Future
Program of the Conference

The third subcommittee, to consider the report on the future program of the conference, consisted of Mr. Leavitt, Mr. Balz, Mr. Daugherty, Mr. Mason, Mr. Moser, and Mr. Thompson. The following recommendations of this subcommittee were adopted at the Saturday morning meeting:

1. That the SHC explore the possibilities of a meeting of representatives of the conference with representatives from business and industry with a view to discussing possible cooperation.

2. Before proceeding further with any action in regard to preparation for secondary school teaching, the Conference should inform itself (a) about what has happened to the Ford experiment in Arkansas, and (b) about what action, if any, has been taken by science organizations in this respect, and (c) about what the English teachers in North Carolina, Georgia, Alabama, and Tennessee have done to improve the official school program of instruction and what they have done about reading lists.

3. That the Conference should acquaint itself with what is being done at Massachusetts Institute of Technology, California Institute of Technology, and elsewhere in regard to encouragement of the humanities and give appropriate publicity to this information.

4. That a Public Relations Committee be established to arrange for speakers at conferences of deans, meetings of constituent societies, and related groups, and to give appropriate publicity to the aims and achievements of the Conference.

5. That a study be made of the system of advisers (college and high school) of high school students with a view to ascertaining whether the humanities are presented on an equal basis with other fields of learning, and that appropriate materials be prepared for the guidance of these advisers.

A further recommendation of this subcommittee, that the Conference attempt to find some dramatic way in which to emphasize the humanities (somewhat similar to the technique employed in the National Science Talent Search), was referred to the Executive Committee.

The University of Tennessee 1953 Meeting

The invitation of Mr. Moser to meet in Knoxville next spring was accepted.

It was voted that the Conference express its appreciation to the outgoing chairman for his devoted services.

Lawrence S. Thompson
Secretary-Treasurer

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SOUTHERN HUMANITIES CONFERENCE
SIXTH ANNUAL MEETING
UNIVERSITY OF TENNESSEE
KNOXVILLE, TENNESSEE
10-11 APRIL 1953

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UNIVERSITY OF TENNESSEE

The Sixth Annual Meeting of the Southern Humanities Conference took place on 10-11 April 1953 at the University of Tennessee.

Delegates and Observers

Delegates and observers were: Calvin Brown, University of Georgia, delegate, South Atlantic Modern Language Association; Stratton Buck, University of the South, observer; Ellsworth Chunn, Education Director, Southern Division, National Association of Manufacturers, Atlanta, observer; Roberta D. Cornelius, Randolph-Macon Woman's College, observer; Thomas D. Clark, University of Kentucky, delegate, Southern Historical Association; Robert Norman Daniel, Furman University, observer; Donald H. Daugherty, American Council of Learned Societies, observer; Lois Grigsby, East Carolina College, observer; Francis Hayes, University of Florida, member-at-large; R.B. Harwell, Emory University, delegate, Southeastern Library Association; A. Theodore Johnson, Southwestern at Memphis, observer; Howard S. Jordan, University of Georgia, member-at-large; Sturgis E. Leavitt, University of North Carolina, editor and delegate of the American Council of Learned Societies; S. Vernon McCasland, University of Virginia, delegate, Southern Section of the Society of Biblical Literature and Exegesis; Gertrude Malz, Sweet Briar College, observer; Wilton Mason, University of North Carolina, delegate, Southeastern Chapter of the American Musicological Association; Ruth V. Milbrandt, Sullins College, observer; Arthur H. Moser, University of Tennessee, delegate, Southern Section of the Classical Association of the Middle West and South; Edward D. Myers, Washington and Lee University, member of executive committee; Reinhold Nordsieck, University of Tennessee, observer; M.A. Owings, Clemson College, observer; Rob Roy Purdy, Vanderbilt University, observer; Ben L. Reid, Sweet Briar College, observer; James A. Rikard, Roanoke College, delegate, Southern Society for the Philosophy of Religion; Mrs. John Sorrells, 6018 Kaywood Drive, Knoxville, observer for Mary Baldwin College; Cecil G. Taylor, Louisiana State University, member-at-large; Lawrence S. Thompson, University of Kentucky, secretary-treasurer; John M. Turner, Lynchburg College, observer; Gerald Wade, University of Tennessee, observer for the Tennessee Philological Association; Autrey Nell Wiley, Texas State College for Women, delegate, South Central Modern Language Association; Dan Young, Mississippi Southern College, observer. Representatives of humanistic departments of the University of Tennessee also attended the meetings as observers.

Officers

Officers of the Conference for 1952/53 were: A.G.A. Balz, chairman; Mr. Leavitt, editor; and Mr. Thompson, secretary-treasurer. Mr. Balz, Mr. Leavitt, Mr. Thompson, and Mr. Myers formed the executive committee, and there was one vacancy. Members-at-large were Mr. Robert Cooper, Mr. Hayes, Mr. Taylor, and Mr. Jordan.

In the election at the Seventh Annual Meeting Mr. Balz and Mr. Thompson were re-elected chairman and secretary-treasurer respectively. Mr. Moser was elected to fill the vacancy on the executive committee, and E.C. Colwell, Emory

University, was elected member-at-large to replace Mr. Cooper, whose term expired in 1953. As a result of these elections the officers for 1953/54 will be Mr. Balz, chairman; Mr. Leavitt, editor; and Mr. Thompson, secretary-treasurer. The new executive committee consists of the elected officers and the following additional members together with the dates of the expiration of their terms: Mr. Leavitt (1954), Mr. Myers (1955), and Mr. Moser (1956). Members-at-large, with the dates of the expiration of their terms are Mr. Hayes (1954), Mr. Taylor (1954), Mr. Jordan (1955), and Mr. Colwell (1956).

Report of the Chairman

Mr. Balz was unable to attend the Knoxville meeting, and he transmitted to the membership the following written report, which was read by the secretary-treasurer.

To the Membership of the Southern Humanities Conference:

I regret that circumstances prevent my attending your meeting in Knoxville as guests of the University of Tennessee. I beg leave to submit a brief report concerning the affairs of this Conference during the year since our last meeting.

(1) At the 1952 meeting it was agreed that we should seek funds for an inquiry into the status of the humanities in the teacher training programs of teacher training institutions. It will be recalled that this proposal grew out of a report drafted by Professor Cooper. It was proposed to approach the Fund for the Advancement of Education. The Executive Committee decided that we should seek the sum of \$25,000.

I communicated with Mr. Faust of the Fund, my letter having been revised after examination by members of the Executive Committee and finally approved by them. Mr. Faust's reply was courteous but discouraging. To make a long story as short as possible, I will briefly review the subsequent events. Mr. Faust gave me an appointment in New York during the summer. I conferred with him for an hour and a half. I gathered the following. First, the Fund considered that the information to be gathered according to the Cooper proposal was either already at hand and known to the Fund or could easily be gathered by the Fund itself. Second, the policy of the Fund was not to support regional plans and organizations at the present time. Third, Mr. Faust indicated that the committee was developing a proposal to establish an Institute for the Humanities and Social Sciences. Several times Mr. Faust used the following comparison -- an institute that would do for the humanities and social sciences what the Royal Society in the 17th and 18th centuries had done for the natural sciences. He cited the possibility of getting such scholars as Toynbee and Gilson to attend such an institute. Your chairman gathered that, once such an institute is established, then regional organizations such as the SHC would become eligible for support. He spoke of a two-way exchange -- the SHC would make contributions to the work of the Institute, and the Institute in return would support the SHC. The thought seemed to be that regional organizations would be, as it were, auxiliaries of the Institute. This conveys the significance of the underscored words, "at the present time." Your chairman made the point, then, that the immediate problem of the SHC is that of surviving until such time as the policies of the Fund permitted it to contribute to our support and activities. I had hoped that the Fund would provide a modest annual grant for the intervening period. But even that was against the policies of the

Fund. Mr. Faust asked permission to list my name as a consultant for the Fund and I agreed but made the point that the Chairman of the SHC in the future, ex officio, be listed as such a consultant, and I understood him to approve. I was later invited to be a member of a conference on Graduate Education to meet in Pasadena just before Christmas, but owing to illness was unable to attend.

(2) Through Mr. Joseph Vaughn, President of the Institute for Textile Technology, we acquired information concerning the problem of the humanities in technological institutions. It appears that certain national organizations are at work on the problem. I have been in communication with Professor Sterling P. Olmsted, Chairman of the Humanistic-Social Division of the American Society of Engineering Education, Rensselaer Polytechnic Institute, and expect copies of certain reports in the near future. It is safe to say that there exists a movement of considerable force to improve the situation of the humanities in technological institutions, and the efforts of your Executive Committee have not been wholly fruitless.

(3) The proposal of regional professor exchange was laid before the Virginia Humanities Conference at a meeting at the offices of the Richmond Area University Center. The proposal was well received and a committee was formed to confer with institutional administrations as to ways and means of effectuating a plan. I assume that that committee is at work. See Appendix A.

(4) The Conference was interested in organizing a meeting of the Conference and representatives of industry. This is not an easy thing to bring about. My efforts to get helpful information as to how such a meeting was brought into being in other regions brought virtually no results. I would call your attention to an excellent article, "Liberal Education for Business and Industry," Bulletin of the American Association of University Professors, vol. 38, no. 3 Autumn 1952, by W.W. Prentis, Jr., Chairman of the Board of the Armstrong Cork Co., and a trustee of a number of institutions. After consultation with the Executive Committee, I invited him to attend this meeting. He replied most courteously, but has a speaking engagement in Missouri at this time. I would suggest that Mr. Prentis be consulted concerning this project along with other representatives of industry.

I think the above, when supplemented by reports from other members of the Executive Committee, covers the more important points concerning the year's efforts. I am bitterly disappointed that I cannot report more positive and concrete results. However, I record my conviction that there have been results, although not easily measured. Perhaps the function of this Conference is, after all, that of a Socratic gad-fly. Our immediate problem, I am convinced is to insure our survival for a few years, for I have great hope that financial assistance will in time be forthcoming. I would urge that the meeting consider two questions, as follows:

(1) Can we broaden the basis of the Conference by enlarging the membership or associate memberships?

(2) In many quarters, individuals and organizations, even scientific organizations, are expressing concern over the unfavorable comparison between financial support for prospective scholars in the humanistic and social fields, on the one hand, and the relatively generous support available for prospective natural scientists. This should suggest a number of subordinate themes to be discussed in a meeting with business leaders. A subcommittee, I suggest,

might be appointed to explore the problem and to formulate subordinate questions.

I am glad to report that stenographic and postal expenses of the Chairman have been cared for without expense to our depleted treasury.

With cordial greetings, and again expressing my disappointment that I cannot be with you,

Respectfully submitted,

(Sgd.) Albert G.A. Balz
Chairman

In Mr. Balz' absence Mr. Myers served as chairman pro-tem.

Publications

As of 31 March 1953 the following distribution of SHC Bulletins had been effected:

(1) Stroup, Humanistic Scholarship in the South: 489 sold, 24 distributed free, 295 in stock.

(2) The Southern Humanities Conference: 111 sold, 683 distributed free, and 206 in stock.

(3) McAllister, Business Executives and the Humanities: 624 sold, 375 distributed free, 1001 in stock.

Through the office of the editor and the University of Kentucky Libraries 1,200 copies of the Pusey report on "Humanities Curricula in the South," which was read at the 1952 meeting, were distributed to associate members, libraries, and individuals, not only in the United States, but also in Europe and Latin America.

The editor reported a continuing demand for the reprint of Mr. Sheer's review article on Bulletin no. 3.

The editor reported that the Bibliography of Theses in the United States Dealing with Southern Culture by Cantrell and Patrick is being given favorable consideration by Mr. Ralph R. Shaw, proprietor of the Scarecrow Press in Washington, D. C.

Report of Secretary - Treasurer

The secretary-treasurer submitted the following financial report which was examined by the auditing committee (Mr. Rikard and Mr. Harwell) and found correct:

Expenditures:

Secretarial assistance, postage, mimeographing, stationery, printing	\$312.40
Travel expenses	841.47

Meetings (lunch at annual meeting) 30.00

Total expenditures \$1,183.87

Assets:

Cash in checking account 1 April 1952 \$1,662.20

Membership dues for 1951/52 (delinquent) and
1952/53 (60 associate members, 9 constituent
societies) 690.00

Press income 132.85

Gifts 7.00

\$2,492.05

Total expenditures 1,183.87

Total cash on hand in checking account, 31 March 1953 \$1,308.18

Balance in savings account in Bank of Chapel Hill,
20 March 1953 1,047.95

Total Assets, 31 March 1953 \$2,356.13

Respectfully submitted,

(Sgd.) Lawrence S. Thompson

The secretary-treasurer submitted the following list of associate members with the names of liaison officers as of 31 March 1953:

<u>Name of Institution</u>	<u>Liaison Officer</u>
Agnus Scott College, Decatur, Georgia	Wallace M. Alston Vice President
Birmingham-Southern College, Birmingham, Ala.	Mrs. William McLaughlin
Bridgewater College, Bridgewater, Va.	Dean John W. Baitnott
Catawba College, Salisbury, N.C.	Dr. Raymond C. Jenkins
Centre College of Kentucky, Danville, Ky.	Dr. Alden G. Vaughan
Clemson College, Clemson, S.C.	Dean F.M. Kinard
Davidson College, Davidson, N.C.	Dean C.K. Brown
Dillard University, New Orleans, La.	Mr. Rudolph Moses
Duke University, Durham, N.C.	A. Hollis Edens, President
East Carolina Teachers College, Greenville, N.C.	Pres. J.D. Messick

Emory-at-Oxford, Oxford, Ga.

Emory University, Atlanta, Ga.

Florida, University of, Gainesville, Fla.

Furman University, Greenville, S.C.

Georgia Institute of Technology, Atlanta, Ga.

Georgia, University of, Athens, Ga.

Hampden-Sydney College, Hampden Sydney, Va.

Hinds Junior College, Raymond, Miss.

Kentucky, University of, Lexington, Ky.

King College, Bristol, Tenn.

Lindsey Wilson College, Columbia, Ky.

Longwood College, Farmville, Va.

Louisiana State University, Baton Rouge, La.

Lynchburg College, Lynchburg, Va.

McNeese State College, Lake Charles, La.

Mary Baldwin College, Staunton, Va.

Mary Washington College, Fredericksburg, Va.

Mercer University, Macon, Ga.

Meredith College, Raleigh, N.C.

Miami, University of, Coral Gables, Fla.

Mississippi Southern College, Hattiesburg, Miss.

Mississippi State College, State College, Miss.

Mississippi, University of, University, Miss.

Morehead State College, Morehead, Ky.

North Carolina, University of, Chapel Hill, N.C.

North Georgia College, Dahlonega, Ga.

Queens College, Charlotte, N.C.

Dean V.Y.C. Eady

Dr. J.G. Stipe, V. Pres.

Mr. Stanley L. West
Director of Libraries

Dr. R.N. Daniel

Dr. A.J. Walker
English Dept.

Dean S. Walter Martin

Edgar G. Gammon, Pres.

Miss Ruth Boyd

Dean M.M. White

R.T.L. Liston, Pres.

Victor P. Henry

Dabney S. Lancaster, Pres.

Dean C.G. Taylor

O.W. Wake

L.E. Frazar, Pres.

Dean Martha Grafton

Dean Edward Alvey, Jr.

Dean Otis D. Knight

Pres. Carlyle Campbell

Dean C. Doren Tharp

Dr. Thomas Daniel Young

Dean Herbert Drennon

Dean Pete K. McCarter

Pres. Charles R. Spain

Dr. R.B. House, Chancellor

Dean Will D. Young

Pres. C.C. Jernigan

Radford College, Radford, Va.	Dr. William S. Long
Randolph-Macon Woman's College, Lynchburg, Va.	Theodore H. Jack, Pres.
Roanoke College, Salem, Va.	Pres. H. Sherman Oberly
South Carolina, University of, Columbia, S.C.	Alfred Rawlinson
South, University of the, Sewanee, Tenn.	Edward McCrady
Southern Methodist University, Dallas, Texas	Pres. Umphrey Lee
Southwest Texas State Teachers College San Marcos, Texas	Dean Alfred H. Nolle
Southwestern at Memphis, Memphis, Tenn.	Dean A. Theodore Johnson
Southwestern Louisiana Institute, Lafayette, La.	Joel L. Fletcher, Pres.
Sue Bennett College, London, Ky.	Pres. Oscie Sanders
Sul Ross State College, Alpine, Texas	Pres. R.M. Hawkins
Sullins College, Bristol, Va.	V. Pres. William T. Ross
Sweet Briar College, Sweet Briar, Va.	Pres. Anne G. Pannell
Tampa, University of, Tampa, Fla.	Dr. E.C. Nance
Tennessee Philological Association	Dr. Arthur H. Moser Dept. of Classical Languages University of Tennessee Knoxville, Tennessee
Tennessee, University of, Knoxville, Tenn.	Prof. John C. Hodges English Department
Texas Christian University, Fort Worth, Texas	M.E. Sadler, President
Texas State College for Women, Denton, Texas	John A. Guinn, President
Texas, University of, Austin, Texas	Theophilus S. Painter, Pres.
Texas Wesleyan College, Fort Worth, Texas	Dr. H.H. Hughes
Trinity University, San Antonio, Texas	Charles H. Heimsath
Vanderbilt University, Nashville, Tenn.	Dr. Walter Clyde Curry
Villa Madonna College, Covington, Ky.	Rev. Joseph Z. Aud, Dean
Virginia Military Institute, Lexington, Va.	Lt. Col. C.C. Tutwiler
Virginia Polytechnic Institute, Blacksburg, Va.	Dean G. Burke Johnson
Virginia, University of, Charlottesville, Va.	Prof. A.G.A. Balz

Washington and Lee University, Lexington, Va.
College of William and Mary, Williamsburg, Va.
Winthrop College, Rock Hill, S.C.

Dean James G. Leyburn
Prof. James W. Miller
Henry R. Sims, Pres.

Virginia Humanities Conference

Mr. Turner reported on the fourth annual meeting of the Virginia Humanities Conference. He stated that there had an extensive and lively discussion of Mr. Cooper's report on "The Humanities and Professional Teacher Training" (see report of 1952 meeting) and that some aspects of this report had been challenged.

The remainder of the opening session (Friday morning, 10 April) was devoted to a review of the history and objectives of the Conference by Mr. Myers.

Papers Read at Afternoon Meeting

Mr. Charles F. Webb of the English Department of the University of Tennessee read a paper on "The State-Wide English Program in Tennessee." A copy of this paper is attached to this report as Appendix B.

Mr. F. DeWolfe Miller of the University of Tennessee reviewed the status and problems of federal financing of higher education. He discussed the more important recent publications in the field, including both public documents and reports of non-governmental agencies. The basic problem lies in the fact that the federal government has pre-empted most of the best sources of public income.

Annual Dinner, Friday Evening

The delegates and observers were guests of the University of Tennessee at a dinner in the University Cafeteria on 10 April 1953. Vice-President Fred Smith of the University of Tennessee welcomed the delegates and observers. Mr. Chunn reported briefly to the Conference on the interest of the National Association of Manufacturers in promoting humanistic interests wherever possible. Following his report was a question period in which several delegates and observers participated.

Business Meeting, Saturday Morning

The auditing and nominating committees submitted their reports, and the election was held with results as indicated (supra).

Mr. Mason reported that the Southeastern Chapter of the American Musicological Association has ceased to exist, and therefore this constituent society was automatically dropped. He reported that a North Carolina Musicological Association had taken its place but that, despite its name, its membership and activities and activities extend beyond North Carolina. Mr. Mason will submit a more detailed statement later in the year to the executive committee, which will then decide whether or not this group is eligible to be a constituent society.

The Conference instructed the executive committee to study the status of associate memberships with a view to putting some statement about them into the constitution.

It was voted that the Southern Humanities Conference express its gratitude to the National Association of Manufacturers for the interest it has shown in the work of the Southern Humanities Conference, and that it authorize the Executive Committee to arrange with Mr. Ellsworth Chunn for a series of meetings between representatives of business and industry in the South with the hope of discovering fields of common interest.

It was voted that the Southern Humanities Conference endorse a South-wide program for better English and that it seek funds for two conferences to study the teaching of English in the elementary schools, the high schools and the colleges throughout the South and take appropriate action.

The Conference also endorsed a proposal for two South-wide conferences on the teaching of modern foreign languages in colleges and public schools (elementary and secondary) and instructed the executive committee to seek funds for this purpose.

The editor announced that Bulletin no. 4 and another issue of the Newsletter would appear shortly.

In discussing the future program of the SHC delegates and observers reviewed the development and present status of the study and teaching of languages in the schools with special reference to the obstacles involved; the ultimate implications of the humanities in relation to tool-disciplines such as grammar and bibliography; and the threat of vocationalism and the lowering of standards.

It was agreed to use the Newsletter as an organ for reporting accomplishments of the humanities in the South, and delegates were urged to report semi-annually to the Editor. Delegates were also urged immediately to report the proceedings of the Knoxville meeting in the official organ of their societies.

Mr. Clark and Miss Wiley, who formed the Resolutions Committee, submitted the following report which was unanimously adopted:

Whereas, We, the officers, delegates, members-at-large, and observers, of the Southern Humanities Conference assembled in annual meeting on April 10-11, 1953, at the University of Tennessee in Knoxville, Tennessee, have enjoyed both hospitality and intellectual challenge,

Therefore, be it resolved, that we express our sincere appreciation to the following:

The administrative officials of the University of Tennessee for providing rooms for our meetings, assistance with registration and other official courtesies. Especially are we grateful to the University and its staff for their generous hospitality in providing a splendid dinner in our honor;

The Vice-President of the University of Tennessee, Dr. Fred C. Smith, for his cordial welcome and generous expression of support of the humanities;

The President, Emeritus, James D. Hoskins, for his life-long services in the field of the humanities and his inspiring comments;

Arthur H. Moser, local chairman of arrangements for the Conference, and his gracious wife for their hospitality extended us in their home Friday evening;

Professor E.D. Myers for his able and generous leadership as acting chairman in the absence of the chairman, Professor A.G.A. Balz;

The officers of the Southern Humanities Conference for their labors in behalf of the Conference and its disciplines: Chairman, A.G.A. Balz; Secretary-Treasurer, Lawrence S. Thompson; Editor, Sturgis E. Leavitt; and E.D. Myers, of the Executive Committee;

The speakers on our programs: Professors Charles F. Webb and F. DeWolfe Miller, of the University of Tennessee, and Dr. Ellsworth Chunn, Director of Education, Southern Division, N.A.M.

Therefore, be it resolved that these resolutions be spread at large upon the minutes of this organization, and that copies be sent to President C.E. Brehm, of the University of Tennessee, Mr. and Mrs. Arthur H. Moser, and to President A.G.A. Balz.

Respectfully submitted,

(Sgd.) Lawrence S. Thompson
Secretary

APPENDIX A

REGIONAL PROFESSOR EXCHANGE

Introduction:

The following proposal for a pilot program of professor exchange has in view relatively limited regional situations, where there exists an institution offering graduate degrees (master's and doctor's degrees) and a number of institutions not offering degrees beyond the baccalaureate. Such a region, geographically, could be thought of as having a radius defined by (say) two hours of driving time, bus time, or corresponding railway conditions. The suggestion is limited to the humanities. It may well be the case that, if the proposal has merit and is feasible, it could be applied, mutatis mutandis, to the social and natural sciences. In view of many conditions that threaten the status of the humanities, and in view of the budgetary difficulties confronting so many institutions, it would seem worth while to explore the possibilities of a more effective use of regional resources.

PROFESSOR EXCHANGE

It is suggested that systematic arrangements be made between the institution giving graduate degrees and neighboring non-graduate institutions, and also between neighboring institutions that do not offer graduate degrees, for a two-way exchange of professors, on a part time basis. The plan does not propose that an instructor in one institution become, for a semester or a session, a full-time visiting professor at some other regional institution. It rather has in view the possibility of an instructor's spending not more than one day a week in the neighboring institution. The proposal is primarily concerned with providing an opportunity for instructors in institutions that do not give graduate work to participate in instruction at the graduate level in institutions that do give graduate work, and for instructors in the latter to give advanced undergraduate courses in the non-graduate institution. (The limitation to advanced undergraduate courses is due to practical considerations set forth below).

(1) It is difficult for colleges without graduate departments to secure and retain top-flight instructors, and especially with respect to younger persons. All the more is this true in cases where the instructorial staff in a given field in a college consists of only one or two persons. Owing to differences of temperament, interests, and aims, there doubtless are exceptions but in general ambitious and able younger men and women do not like the relative intellectual isolation of one-man departments and the limitation of instruction to the undergraduate level. In the writer's experience, and in philosophy at least, the abler young Ph.Ds seek what they often call "departmental" posts -- i.e., positions in institutions where there is a staff of sufficient size to offer graduate instruction. Many accept posts in smaller institutions only because no "departmental" position is available. They accept with the purpose of getting away as soon as possible. They wish to be part of a team. In such conditions, morale is affected. The young Ph.D. may feel that he must do scholarly work and have it published, as a means to a position in a graduate institution. Almost necessarily, since he wrote a dissertation for his Ph.D., he has some specialized interest that he would like to express in instruction and thereby advance his mastery and make possible scholarly contributions. For this he needs the responsibilities, the opportunities, and the stimulus of instruction at the graduate level, and the impact of students capable of critical reaction. He also feels the need of intellectual contact with others in his field. In such conditions, and exceptional cases aside, the ambitious

and abler young scholar tends to view the non-graduate institution as a mere way-station and not as a place for a career as teacher and scholar.

(2) The exchange plan herein proposed suggests that the graduate institution provide an opportunity for the instructor in the non-graduate institution to give a graduate course of special interest to himself in the graduate institution. This meets a number of practical difficulties. A graduate course can frequently be arranged to meet once a week. Thus an instructor in Blank College, not more than two hours from the graduate institution, could drive after lunch to the latter, and meet a seminar, say, from 3:30 to 6:00 p.m. -- three academic hours; or he could meet the seminar for an afternoon session, and again in the evening for an additional session, driving home afterwards or spending the night. In many ways, according to varying conditions, such an instructor could be associated with the graduate institution's staff in his field. He could bear such a title as "Visiting Lecturer in blank at such and such an institution." To say the least, the additional experience and association would facilitate his finding a better post, if he should be so inclined. In any event, it seems probable that his undergraduate teaching at his own institution would be stimulated.

The plan can now be considered from the standpoint of the graduate institution:

(1) The graduate program could be enriched by the specialized interests and capacities of the visiting lecturer. In some cases it might even meet a real need that otherwise could not be met save by an addition to the instructional staff of the graduate institution. It is very expensive to broaden a graduate program by adding a specialized course, if this is to be done by a full-time addition to staff.

(2) An instructor in the graduate institution might in return offer an advanced undergraduate course in the non-graduate institution, thus enriching the work in the latter. Since the non-graduate institution offers only undergraduate work, the visiting lecturer must give an undergraduate course. He could not easily teach the usual three-meetings a week course, requiring three round trips each week. It should be feasible to organize undergraduate courses, for which small enrollments would be expected, to meet in an afternoon or an evening, or both, once a week.

In general, it seems possible that such a two-way plan would helpfully increase associations between neighboring institutions. In addition to mutual enrichment of instructional programs, it might stimulate students, especially in non-graduate institutions, to consider the vocation of teacher and scholar in the humanities. The humanities are in increasingly severe competition with the social and natural sciences with respect to recruiting the abler students. The plan might bring students to the graduate institution for graduate training.

There are doubtless many practical problems not touched on in this statement. There would be, presumably, some travel expenses and perhaps some subsistence expense. It may be necessary, or at any rate desirable, to provide the visiting lecturer with an additional stipend. Questions concerning teaching load will doubtless arise.

It is suggested that the region in which the University of Virginia is the only graduate institution be studied with a view of determining whether the above plan or some variant thereof be possible and promising. It is further suggested

that the Richmond Area University Center take the responsibility for calling a conference of representatives of the various humanities in this group of institutions for a study of the above proposal, and to determine whether a pilot program could be instituted.

Respectfully submitted,

(Sgd.) Albert G.A. Balz

APPENDIX B

THE STATE-WIDE ENGLISH PROGRAM IN TENNESSEE

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The State-Wide English Program in Tennessee is sponsored by The Tennessee Council of Teachers of English, an organization which has no political axe to grind and has no organic connection with any college, school, or group of schools in the state. In its membership are teachers from all educational levels from the elementary school through college. It is not restricted in its interests nor is it partial to any college or school in the carrying out of its program. The Council has one great objective: the promotion of any and all programs and projects which will help to improve the quality of English instruction given the boys and girls of Tennessee.

The State-Wide Program, originally planned to extend from the first grade to the graduate school, now operates in three distinct divisions: the Language Arts Program for grades 1-8; the English Program for grades 9-12; and the College Program.

The Program had its beginning in 1942. For a number of years prior to that time, Professor John C. Hodges, chairman of the Department of English at the University of Tennessee, had studied carefully the records made on freshman English placement tests by graduates of Tennessee high schools entering the University. From his study Professor Hodges realized that even though the quality of English instruction over the state was improving, the high school graduates who entered college were not as well prepared in English as they were in most of the other subject-matter fields. Therefore, early in 1942, he went before a state-wide meeting of principals and superintendents and gave them the facts about the English instruction throughout the state. These school officials were enthusiastic in their expression of the desire that some agency or agencies begin to plan and promote a movement designed to encourage better work in the English classrooms throughout Tennessee. Consequently, in March, 1942, at its annual meeting, Professor Hodges challenged The Tennessee Council of Teachers of English to accept the responsibility of the promotion of a state-wide English improvement program. The Council accepted the challenge. Thus the State-Wide English Program began. From the beginning it has been directed by a State-Wide Program Committee composed of the usual four officers and five other members. The nine people are so chosen that representation is given to various geographical areas of the state and to the three educational levels. The one continuing officer is the secretary who is expected to furnish the aggressive leadership for the program. All other officers and committee members are elected annually. Professor Hodges served as secretary during the early years; since 1947 the secretary has been Charles F. Webb, a member of the English Staff at the University of Tennessee.

When the State-Wide Program was officially launched in 1942, the Tennessee Council had only \$116 in its treasury, and there was no immediate prospect of adding materially to that sum. (In the years following, the total amounts in the treasury have been less than half the magnificent sum of \$116.) The pioneers in the new undertaking realized that any program extensive enough to reach the whole state would cost thousands of dollars. Since the Council did not have, and could not hope to raise, adequate funds for direct action, it was decided to work through organizations already functioning -- the Tennessee Education Association, the State Department of Education, the University of Tennessee, the other colleges, both state and private, and the schools at large. The success which the State-Wide Program has enjoyed and is enjoying must be

attributed largely to the whole-hearted cooperation of the organizations just mentioned together with that of the school people -- teachers and officials alike -- throughout the entire state.

It was decided to limit the program in the beginning to the high school level until enough momentum could be developed to carry all three phases of the over-all program as originally planned. The first project was the annual report of the schools, which has been continued without interruption. The eleventh report is now in the mails.

The mechanics of the report are simple. Since practically all of the more than thirty colleges of the state regularly give English placement tests to entering freshmen, the colleges are asked each fall to send their test results to the secretary of the Council. Usually about twenty-five colleges participate each year. After all out-of-state people are eliminated from the lists, the reports are pooled and then sorted according to counties, systems, and individual schools. Reports are mailed to approximately 1,000 high school teachers of senior English and about 400 principals. In these reports detailed but confidential information is given to each school on the record made on an English placement test by its graduates who entered Tennessee colleges. Each of the 103 superintendents -- in 95 counties and 7 cities -- receives a summary statement for the schools under his supervision. In an average year approximately 3,500 students are represented in the total report. The highest total for any one year -- 5,001 -- came in the 1950 report. This year there were 4,769.

The colleges are at liberty to use any recognized standard English test. Four or five of the better known tests are usually represented in the reports. Since the raw score or scaled score on one test is not equivalent to that of another, all scores are converted to percentiles. The individual student is ranked only in relation to the other students in the particular college in which he is enrolled.

Averages are made for each high school; thus the principal and teachers of a given high school can examine its average in relation to national norms and averages and determine with reasonable accuracy the quality of instruction given its graduates, provided of course, that enough people enter Tennessee colleges to give a fair sampling of the graduating class as a whole.

For the first four or five years honor lists were published in The Tennessee Teacher showing the schools which had high averages. For a time the competition set up by such a practice seemed wholesome; later, however, school officials throughout the state felt that in many cases the emphasis was being placed on simply making the list and not on the more important objective of raising standards of English instruction. On the recommendation of a representative group of principals the publication of the honor lists was stopped.

Both teachers and principals find the reports helpful and stimulating. Faculty meetings are held to discuss the reports and compare the school's standing with that of previous years. Often the reports furnish the motivation which causes a high school faculty to examine critically and improve its English course of study. Because there is no basis for comparison between colleges and because the reports offer a valued service to the schools, most of the colleges of the state participate regularly each year in the project. The secretary keeps his ear to the ground at all times to get reactions to the reports -- both favorable and unfavorable. Until the time comes when the reports no longer seem to serve a worth-while purpose, the Council expects to continue them.

After two annual reports had been made, many high school English teachers began to take stock of their own teaching and to seek help in improving it. The reports had revealed, also, a score or more of outstanding teachers who, to quote Professor Hodges, stood out "like mountain peaks over the state." These teachers had demonstrated that they knew what should go into a sound English course. Consequently representatives of the Tennessee Council visited the classrooms of the more successful teachers, observed their procedures, and talked with them about their courses of study. Out of this rather informal study came the beginnings of the English Manual, "by and for the high school teachers of Tennessee."

The Manual presents suggestive material for grades 9-12, and there is a separate section for each of the four years of high school work. In it are presented units of work in grammar and literature, units on oral English, on composition, and the use of the library. There is a suggested daily schedule for a complete year's work for each high school grade. In addition there are units on spelling, suggested reading lists for each grade, and a professional bibliography. All of the material in the Manual, except some of the units on speech and the use of the library, came directly from the classrooms of approximately 50 outstandingly successful teachers in all parts of the state. The Manual made it possible for those teachers to share their methods and experiences with others.

The Tennessee Council sponsored the Manual; the State-Wide English Program Committee collected and edited the material; the State Department of Education published it in 1946. English teachers throughout the state received the Manual enthusiastically. The secretary in his visits to schools during the past few years has had literally hundreds of oral testimonials praising the work.

The Manual is now out of print. The Council hopes to prepare a revision of the work soon. In fact, a revision would normally have been under way had it not been that the State Department of Education is just now sponsoring a state-wide study in curriculum for all grades from 1 to 12. After the pattern of the new curriculum becomes apparent, it is hoped that the Council can begin its work of revising and improving the English Manual.

The Language Arts Program for grades 1-8 was actively begun in 1947. Because of the nature of the organization of elementary schools, the State-Wide Committee thought it wise to work through the county and city supervisors of elementary work. Letters were sent to all supervisors telling them of the general objectives of the Council's program and asking them to appoint study groups made up of classroom teachers from their own school systems. These groups were asked to make a careful examination of the weaknesses and needs in the field of language arts. The response, as a whole, was gratifying. Out of the study came evidence of several weaknesses, and heading the list were spelling and vocabulary. The year following the preliminary study supervisors were asked to continue their group activity. The groups were urged to study their own methods of teaching vocabulary and to place greater stress on such teaching throughout the entire local system.

It was the hope of the Council's State-Wide Committee that the program would grow from the study group activity, but the response was disappointing and areas of co-operation over the state were very spotty. A new approach must be found. The first approach failed not because of lack of interest or an unwillingness to co-operate but because the average elementary supervisor and teacher are already heavily loaded with responsibilities in various "in-service" organizations. The promotion of a language arts program is made difficult also because of the extreme

flexibility of the whole elementary instructional plan and the "blocks-of-time" system of organization.

The College English Program began with the holding of the first Tennessee College English Conference in 1947. At the two-day conference work groups examined and discussed freely problems incident to the following subjects: Freshman English, Sophomore English, Advanced and Graduate Courses, Speech and Drama, and the Training and Certification of Teachers of English.

A number of specific recommendations were made by the Conference. A complete report of the discussions and recommendations was prepared by an editorial committee elected by the Conference. Copies of the report were placed in the hands of all college presidents and deans in the state. The recommendations made by the Conference -- especially those relating to Freshman English -- enabled the English instructors and heads of departments in several of the colleges to convince their administrators that teaching loads should be lightened and the number of students in English classes should be reduced. Thus desirable reformatations were brought about. One college noted a distinct drop in the number of failures in Freshman English after the sections had been cut from 35 or more students per section to 20 to 25 per section.

A second College Conference was held in September, 1951. An attempt was made to identify and evaluate the results of the first Conference; then discussion sessions were held in the same general areas that were studied in the Conference of 1947. Again recommendations were made -- some repeated and some new -- and a report was prepared and sent to college presidents and deans. Approximately 70 people -- representing 17 Tennessee colleges -- attended the second Conference. The third Conference is now proposed for 1953.

The State-Wide Committee believes that better teaching will be done on all grade levels if teachers can see beyond their own grades and become more sympathetic with the objectives and problems of teachers on other levels. Therefore during the past three years the Council has recommended and urged the organization of local English councils where teachers of all grades may come to know one another better, discuss their common problems, see more clearly the over-all picture, and make a more definitely co-ordinated program. A dozen such councils have been organized and are functioning successfully. Some represent one city or county school system; others in less thickly populated areas of the state draw their memberships from three or four counties.

The Tennessee Council has no official publication and no standing committees other than the State-Wide English Program Committee. Very little mimeographed material is distributed. The actual promotion of the program is done through the personal visits of the secretary to the schools throughout the state. Because the University of Tennessee is very much interested in rendering service to the state at large, the secretary of the Tennessee Council is excused from teaching assignments at least one quarter each year -- and frequently two quarters -- in order that he may visit schools and work with English teachers in their local situations. Frequently principals request the secretary to visit their schools and hold individual and group conferences with their English teachers. Often he assists local English staffs in revising their courses of study. Always he tries to help those who need help and to encourage all to strive constantly to improve the quality of their work. He is a clearing house for methods of teaching and a booster of morale.

The Tennessee Council is very loosely organized. Theoretically all English

teachers of the state are members, but only a small percentage of them actually pay dues and take an active part in the work of the Council. It is our hope that soon a more solid and compact organization can be effected, that dues can be raised to at least a dollar a year, and that most of the English teachers of the state can be enlisted in the active work of the Council. We want to publish periodically a small pamphlet which we hope will grow eventually into a magazine similar to that published by the North Carolina English Teachers Association. We should like also to hold in various parts of the state summer conferences similar to the institutes sponsored by the North Carolina Association, but a canvass of teachers indicates that attendance would not justify the attempt. The English teachers are interested and would like to attend professional conferences, but they are already committed to attend and support work shops and local in-service-training programs. Local school officials can require participation in such programs; the Tennessee Council must rely on voluntary participation.

At present the Council is greatly concerned about the heavy load most high school English teachers are carrying. Earnest and sincere teachers are unable to do the quality of work they are capable of doing and that they want to do because of an overload which is both curricular and extra-curricular. English teachers should have at least one free period a day -- and preferably two -- for individual work with students that need additional attention, yet a large proportion of the teachers in Tennessee must keep a study hall in the one period in which they do not have a class. It is a sad fact that usually the English teacher is assigned more extra-curricular responsibilities than any other teacher.

A survey -- authorized by the College English Conference -- is now in progress to determine just how heavily loaded the English teacher is. We hope to get specific facts about conditions in almost all, if not all, high schools in the state. Then perhaps a campaign can be waged in behalf of the overworked English teacher.

Even though there are many disappointments and problems, the members of the State-Wide Committee and the secretary are optimistic about the future of the Tennessee program. There is little evidence of the treadmill aimlessness that once characterized many English classrooms. Teachers are alert and sensitive to new ways of improving their teaching; they are earnest in their efforts; they are enthusiastic about the job they are doing. Such a wholesome state of teacher morale warrants an optimistic view of the future of English teaching in Tennessee.